

RHODE ISLAND MODEL

TEACHER EVALUATION & SUPPORT SYSTEM

EDITION II



The contents of this guidebook were developed under a Race to the Top grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Table of Contents

LETTER FROM THE COMMISSIONER.....	5
MODEL REFINEMENT	7
THANK YOU.....	7
WHAT WE LEARNED.....	7
FIVE KEY PRIORITIES FOR MODEL REFINEMENT.....	8
CHANGES TO THE RHODE ISLAND MODEL	9
EDUCATOR PERFORMANCE AND SUPPORT SYSTEM	10
OVERVIEW	11
EVALUATION CRITERIA.....	11
TEACHER EVALUATION AND SUPPORT PROCESS.....	12
REQUIREMENTS AT A GLANCE.....	13
ENSURING FAIRNESS AND ACCURACY.....	14
SUPPORT AND DEVELOPMENT.....	17
EVALUATION CONFERENCES	18
PROFESSIONAL GROWTH PLANS	19
PERFORMANCE IMPROVEMENT PLANS.....	20
SUPPORT AND DEVELOPMENT FAQs	20
TEACHER PROFESSIONAL PRACTICE	21
ASSESSING TEACHER PROFESSIONAL PRACTICE	22
TEACHER PROFESSIONAL PRACTICE FAQs	24
TEACHER PROFESSIONAL FOUNDATIONS.....	25
ASSESSING TEACHER PROFESSIONAL FOUNDATIONS	25
ARTIFACT COLLECTION AND REVIEW.....	27
TEACHER PROFESSIONAL FOUNDATIONS FAQs.....	27
MEASURES OF STUDENT LEARNING	29
STUDENT LEARNING OBJECTIVES	29
<i>The Process for Setting Student Learning Objectives</i>	<i>33</i>
<i>The Process for Approving and Monitoring Student Learning Objectives</i>	<i>41</i>
<i>The Process for Scoring Student Learning Objectives.....</i>	<i>43</i>
THE RHODE ISLAND GROWTH MODEL.....	48
STUDENT LEARNING FAQs.....	50
CALCULATING A FINAL EFFECTIVENESS RATING	53
FINAL NOTE: THE EVOLVING RHODE ISLAND MODEL	59
GLOSSARY	61
APPENDICES.....	65
APPENDIX 1: EVALUATION CONFERENCE PLANNING TOOLS	65
APPENDIX 2: ASSESSMENT QUALITY GUIDANCE.....	69
APPENDIX 3: STUDENT LEARNING OBJECTIVE SCORING LOOKUP TABLES.....	71
APPENDIX 4: TEACHER PROFESSIONAL PRACTICE RUBRIC.....	75
APPENDIX 5: TEACHER PROFESSIONAL FOUNDATIONS RUBRIC	93

This page intentionally left blank

Letter from the Commissioner

June 2012

Dear Fellow Educators,

As we work together to transform education in Rhode Island, we have focused on ensuring that we have great teachers in every classroom and great leaders in every school and that we provide you with the resources and support you need to do your job well. To meet that goal, we have been working in partnership with educators across the state to develop a world-class evaluation system. We want to be sure that our evaluation system will provide you with valuable insight and feedback to help you improve teaching over the course of your entire career. I am confident that the evaluation system that we are implementing this year will benefit you and your students for many years to come.

Transitioning to this new evaluation system has presented all of us with many challenges. Over the course of the year, we at the R.I. Department of Education (RIDE) have held meetings, webinars, and workshops with hundreds of Rhode Island educators. Throughout this process, we have received lots of feedback about what's working well and about what problems you may have encountered during the first year of evaluations. We take this feedback seriously and, as a result, we have incorporated your ideas and made changes that will streamline and improve our evaluation process. These improvements, along with, the Educator Performance and Support System (EPSS), will make the evaluation cycle more accurate, transparent, and consistent. All of these improvements will ease the transition to a robust and comprehensive evaluation system for full implementation in the 2012-13 school year.

This handbook will guide you through the Rhode Island Model Teacher Evaluation and Support System. I encourage you to use this handbook as a resource, an invitation, and a challenge. I invite you to continue talking – with one another, with your students, and with us. What works best? How can we continue to improve the evaluation process in future years? What are your students and colleagues teaching *you* about what it means to be a great educator? What can you teach others?

We at RIDE are here to support you through workshops, webinars, and training tools. I encourage you to visit us online, at <http://ride.ri.gov/EducatorQuality/EducatorEvaluation>, for additional resources. Please continue to send your comments and suggestions on evaluations to us, at EdEval@ride.ri.gov. I hope the Rhode Island Model Teacher Evaluation and Support System will inspire you and your colleagues to move your practice beyond what you thought was your best work – because yours is the most important work in the world.

Sincerely,



Deborah A. Gist
Commissioner of Elementary and Secondary Education

This page intentionally left blank

Model Refinement

Thank you

Thousands of people have spent valuable time to improve this model to benefit Rhode Island's students and their teachers. While we wish we could identify everybody by name, we are most grateful to Rhode Island educators. In the face of significant challenges, they wake up every day to give the best of themselves to the children of Rhode Island. We learned from teachers, school leaders, superintendents, central office staff, union representatives, and countless others as we worked to create a fair, transparent, and rigorous evaluation system to help guide their practice.

To our early adopters, Jamestown and Warwick, a special **thank you** for your hard work and feedback during the 2011-2012 school year. To all our educators, thank you for embracing the challenging and powerful work. As we move into full implementation of our revised evaluation system in 2012- 2013, we are grateful to have you in our schools and classrooms.

What We Learned

When we first imagined a new model for teacher evaluation in Rhode Island, we pored through the data on Rhode Island's needs. We examined best practices for instruction, organizational and strategic support, and the multiple levers impacting student achievement. After incorporating input from Rhode Island educators, we were proud to create a rigorous model to be gradually implemented in schools in 2011-2012.

Thanks to this year of gradual implementation – through months of observation in schools with different needs, cultures and structures, and countless discussions with educators who were integrating the model into their work for the first time – we were able to shape Edition II into what it needed to be for Rhode Island, weaving national best practices and research into the goals and daily work in our classrooms.

- We discovered new ways the model could be streamlined to more easily incorporate it into your practice.
- We examined where we could reduce the paperwork and created an electronic, user-friendly way for you to interact with the system.
- We revised the rubrics, reducing the number of components to eliminate redundancy and improve clarity and objectivity.
- We sought better ways to communicate complex processes more clearly.
- We learned where we needed to align other initiatives with the model in a way that would be more helpful, including the Common Core Standards and curriculum work.

For many schools, the Rhode Island Model represents a sea change in practice, and we learned to embrace the inevitable challenges that come with that change. We were heartened to learn from educators who were willing to re-examine habits and practices that may have felt comfortable and familiar, but could be exchanged for dramatic new possibilities in student learning.

There is no revision that will make this process flow smoothly for everyone. The Rhode Island Model is intended to be fully embedded into teacher practice as a tool for driving student achievement and continuous professional growth. It creates both real and virtual space for collaborative and reflective conversations about teaching, students, and school-community improvement while grounding the dialogue in tools that provide a common language around the work. We expect it will take time before educators will fully acclimate to using it this way while we also realize that many of these practices are already taking place more informally.

Five Key Priorities for Model Refinement

Rhode Island educators had a significant voice in revising the Rhode Island Model for full implementation in 2012-13, and we weighed every suggestion. While there may still be areas of disagreement, for every change made for Edition II, we were guided by and acted upon what we believe is in the best interest of students in Rhode Island.

For changes to the Rhode Island Model, we were guided by five priorities:

- 1. Streamline for ease of use.**
- 2. Strive for accuracy and consistency.**
- 3. Clarify expectations, requirements, and timelines.**
- 4. Align the Rhode Island Model with other initiatives, such as the Common Core Standards and curriculum work.**
- 5. Clarify focus and connections to student learning.**

Changes to the Rhode Island Model

Below is a side-by-side comparison of Edition I and Edition II of the Rhode Island Model for teachers. While significant changes were made to address the five key priorities for model refinement, the core elements, including the evaluation criteria and year-long process, remain the same.

Element	Edition I 2011-12	Edition II 2012-13
Evaluation Criteria	<ul style="list-style-type: none"> Professional Practice Professional Responsibilities Student Learning 	<ul style="list-style-type: none"> Professional Practice Professional Foundations Student Learning
Number of Evaluation Conferences	<ul style="list-style-type: none"> 3 evaluation conferences between the teacher and the evaluator (Beginning, Middle, and End-of-Year) 	<ul style="list-style-type: none"> 3 evaluation conferences between the teacher and the evaluator (Beginning, Middle, and End-of-Year)
Classroom Observations	<ul style="list-style-type: none"> At least 4, including: 1 long (30+ minutes), announced and 3 short (15 + minutes), unannounced Written feedback required after each observation Post observation conference required after announced observation 	<ul style="list-style-type: none"> At least 3, including: 1 announced and 2 unannounced At least 20 minutes each Written feedback required after each observation Pre- and post-observation conferences are optional (local decision)
Professional Growth Goals	<ul style="list-style-type: none"> At least 3 set at the beginning of the year 	<ul style="list-style-type: none"> At least 1 set at the beginning of the year
Student Learning Objectives	<ul style="list-style-type: none"> At least 2-4 (per teacher) 3 performance levels for individual Student Learning Objectives 5 performance levels for sets of Student Learning Objectives 	<ul style="list-style-type: none"> At least 2 per teacher (no more than 4) 4 performance levels for both individual and sets of Student Learning Objectives
Rhode Island Growth Model	<ul style="list-style-type: none"> Not applicable in 2011-2012 	<ul style="list-style-type: none"> Not included as part of a teacher's Student Learning Score in 2012-13
Teacher Professional Practice Rubric	<ul style="list-style-type: none"> Holistic rubric with 21 competencies Classroom observations and evidence collection required to assess competencies 	<ul style="list-style-type: none"> Observation rubric with 8 components All components are 100% observable (additional evidence collection not required)
Professional Foundations Rubric (Known as the Professional Responsibilities Rubric in Edition I)	<ul style="list-style-type: none"> Holistic rubric with 10 competencies 	<ul style="list-style-type: none"> Holistic rubric with 8 components

Educator Performance and Support System (EPSS)

RIDE has developed a computer-based system, the Educator Performance and Support System (EPSS) – an electronic tool to assist educators and their evaluators in collecting and managing evaluation information. It will launch in the 2012-13 school year to support high-quality evaluation implementation through maximizing each educator's time and resources and providing a single data system for educator evaluation.



The EPSS will enhance stakeholder communication, efficiency, and management of the many layers of the evaluation system.

A few examples of how EPSS will ease the transition to full implementation include:

Educator Performance Support System (EPSS)

Throughout the guide, we will explain connections to Rhode Island's new technology platform with boxes that look like this.

- Providing a user-friendly way to collect, manage, and share qualitative and quantitative data on all three criteria of the Evaluation System: Professional Practice, Professional Foundations, and Student Learning.
- Allowing users to manage activities related to the evaluation process, such as scheduling observations and conferences, and facilitating two-way communication between evaluators and educators.

RIDE will provide training on the system, which is described in detail at:
<http://www.ride.ri.gov/educatorquality/educatorevaluation/EPSS.aspx>.

Overview

We believe that implementing a fair, accurate, and meaningful educator evaluation and support system will help improve teaching and learning. The primary purpose of the Rhode Island Model is to help all educators become more effective in their work.

The Rhode Island Model, grounded in the Educator Evaluation System Standards approved by the Board of Regents in 2009, emphasizes collaboration and feedback to fuel professional growth and specific goals and objectives to measure progress. To determine overall educator effectiveness, the Rhode Island Model includes three evaluation criteria: Professional Practice, Professional Foundations, and Student Learning.

Evaluation Criteria

The Rhode Island Model relies on multiple measures to paint a fair, accurate, and comprehensive picture of teacher effectiveness. All teachers will be evaluated on three criteria:

1. **Professional Practice** – A measure of effective instruction and classroom environment as defined in the Teacher Professional Practice Rubric.
2. **Professional Foundations** – A measure of instructional planning and the contributions teachers make as members of their learning community as defined in the Teacher Professional Foundations Rubric.
3. **Student Learning** – A measure of an teacher's impact on student learning through demonstrated progress toward academic goals (Student Learning Objectives, with the Rhode Island Growth Model in tested grades and subjects).

Scores from each of the three criteria will be combined to produce a final effectiveness rating of: **Highly Effective, Effective, Developing, or Ineffective.**



Teacher Evaluation and Support Process

Just as teachers engage students in their own learning and goal setting, it makes sense that adult learning will be most meaningful if goals and strategies for progress come from the learner.

Under the Rhode Island Model, teacher evaluation begins with the *teacher*. While administrators will support teachers in ensuring alignment, reliability, and rigor, teachers will begin by reflecting on past performance and setting a professional growth goal(s) and student learning objectives.

The evaluation and support process for teachers is grounded in feedback and reflection and anchored by three evaluation conferences at the beginning, middle, and end of year. The following chart provides an outline of the process:

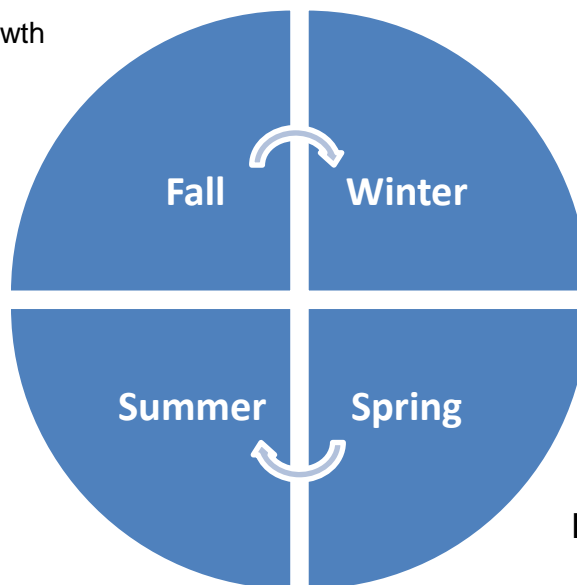
The RI Model is an ongoing cycle of goal setting and improvement, informed by observations, data collection, and reflection

Beginning-of-Year Conference

- Set Professional Growth Goal(s) and Student Learning Objectives

Mid-Year Conference

- Review Professional Growth Goal(s) and Student Learning Objectives
- Share feedback on performance to date



Ongoing Reflection and Planning

End-of-Year Conference

- Discuss Professional Growth Goal(s) and share feedback on annual performance
- Determine final evaluation rating

Requirements at a Glance

Below are the minimum requirements of all schools and districts implementing the Rhode Island Model for teachers:

Element	Minimum Requirements
Evaluation Conferences	<ul style="list-style-type: none">3 evaluation conferences between the teacher and the evaluator (Beginning, Middle, and End-of-Year)
Classroom Observations	<ul style="list-style-type: none">At least 3, including: 1 announced and 2 unannouncedAll observations must be at least 20 minutes eachEach of the eight Professional Practice components will be scored after each observationWritten feedback is required after each observation
Professional Growth Goals	<ul style="list-style-type: none">At least 1 set at the beginning of the year
Student Learning Objectives	<ul style="list-style-type: none">At least 2 per teacher (no more than 4)
RI Growth Model Rating	<ul style="list-style-type: none">Not included as part of a teacher's Student Learning Score in 2012-13

Flexibility Factor

We recognize that the diversity among districts, schools, and educators requires an evaluation and support system that provides flexibility beyond the minimum requirements. Yet it cannot be so flexible that districts or educators are left on their own to navigate a new system without clarity about what is expected.

For the aspects of the Rhode Island Model that have room for flexibility and school/district-level discretion, we have clearly separated and labeled different options with a “**Flexibility Factor**.”

Flexibility Factor

The “Flexibility Factor” boxes will be used throughout the guidebook to highlight where schools and districts have an opportunity to customize aspects of the Rhode Island Model and establish policies to meet their local needs.

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning final ratings. Some districts may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are often educators with specific content knowledge, such as department heads or curriculum coordinators.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, and providing additional feedback. Like primary evaluators, complementary evaluators are required to give teachers written feedback after classroom observations. A complementary evaluator should share his or her feedback with the primary evaluator as it is collected and shared with teachers. Primary evaluators will have sole responsibility for assigning final ratings.

Flexibility Factor

Complementary Evaluators:

District policy or the local collective bargaining agreement may allow for the use of complementary evaluators. They may be individuals based within or outside the school or district in which they serve as evaluators.

All evaluators are required to complete extensive training on the Rhode Island Model.

Ensuring Fairness and Accuracy

To help ensure fairness and accuracy, the Rhode Island Model uses multiple measures to assess teacher effectiveness. We will continue to improve the Rhode Island Model based on feedback from the field and the Technical Advisory Committee, as well as from formal reviews of the data. Additionally,

RIDE will:

- periodically monitor the fidelity of implementation of the evaluation process within districts and adherence to the Rhode Island Educator Evaluation System Standards;
- train evaluators to assign accurate ratings; and
- improve the model in future years based on student achievement and educator development data, state needs, and feedback from educators and the Technical Advisory Committee.

LEAs will:

- ensure that the model is implemented with fidelity by monitoring implementation, reviewing the data produced and decisions made;
- provide procedural safeguards to ensure the integrity of the system, including evaluation appeals;

- respond to educator concerns in accordance with district policy and practice, collective bargaining agreements, and/or processes set forth by the District Evaluation Committee; and
- conduct periodic audits of evaluation data and review evaluations with contradictory outcomes (e.g., a teacher has a very high Student Learning score and a very low Professional Practice and Professional Foundations score).

This page intentionally left blank

Support and Development

Professionals in every field learn from each other all the time. They see each other in action, give and receive feedback, and provide examples to emulate in the pursuit of higher achievements. But for many teachers, who spend the majority of their days working independently with students, intentionally carving this time into work lives becomes even more important. Unless we are purposeful about building collaborative space, both within schools and virtually, a year can go by before we realize we have been working in silos the whole time.

We believe in a system that encourages educators to step outside their silos, observe and learn best practices from each other, and work collaboratively. Because every district is different, support and development may not look exactly the same for everyone. However, the Rhode Island Model is designed to support teacher development by:

- **Outlining high expectations** that are clear and aligned with school, district, and state priorities;
- **Establishing a common vocabulary** for meeting expectations;
- **Encouraging student-focused conversations** to share best practices and address common challenges;
- **Grounding teacher professional development** in data-driven collaboration, conferencing, observation, and feedback to meet shared goals for student achievement; and
- **Providing a reliable process** for educators to focus yearly practice and drive student learning.

Evaluation Conferences (Beginning/Middle/End)

Evaluation conferences are consistently cited by Rhode Island educators as one of the most valuable aspects of the Rhode Island Model. The three evaluation conferences represent an opportunity to promote dialogue about continuous improvement. These in-person conferences can enliven two-way discussion about ways to effectively guide students toward greater achievement.

Beginning-of-Year Conference: Teacher and evaluator discuss the teacher's past performance, Professional Growth Plan, Student Learning Objectives, and the year ahead.

Mid-Year Conference: Teacher and evaluator discuss all aspects of the teacher's performance to date, including Professional Practice, Professional Foundations, the educator's progress on his or her Professional Growth Plan, and progress toward Student Learning Objectives. In some cases, Professional Growth Plans and Student Learning Objectives may be revised based on discussion between the teacher and evaluator.

While final effectiveness ratings are not determined until the end of the evaluation cycle, the Mid-Year Conference is an important point in the year when specific concerns should be addressed if they indicate that a teacher might earn a final rating of Developing or Ineffective. Teachers should already be aware of specific concerns through classroom observation feedback and prior documentation so that they are not addressed for the first time at the conference. If the teacher is struggling, and has not started an Improvement Plan by the time of the Mid-Year Conference, this is an opportunity to craft an initial plan together.

Educator Performance Support System

Districts maximizing the EPSS will have the opportunity to manage their evaluation caseload through EPSS's scheduling system. The system enables evaluators to map out their year and communicate key conference timelines with their teachers.

The EPSS will also facilitate the conferencing process through the collection of information in preparation for evaluation conferences.

Flexibility Factor

Evaluation Conferences:

The length of each conference is decided at the local level, though we recommend at least 15 minutes per conference. Conference length should match the purpose of the conference to meet stated goals.

LEAs also have flexibility with when and how the Evaluation Conferences are scheduled.

End-of-Year Conference: Teacher and evaluator review summative feedback on Professional Practice and Professional Foundations and discuss progress toward the Student Learning Objectives. Teacher and evaluator will also discuss progress toward the teacher's Professional Growth Plan. During or soon after the conference, the evaluator finalizes and shares the teacher's final effectiveness rating for the school year.



If Student Learning Objective data is not available at the time of the End-of-Year Conference, the evaluator should still share the overall Professional Practice and Professional Foundations ratings. Once the Student Learning Objective data is available, the overall student learning rating and the final effectiveness rating can be calculated and shared.

Evaluation Conference Planning Tools

Effective conferences require significant preparation from educators and their evaluators. **Appendix 1 contains** a sample planning tools that teachers and their evaluators may wish to use as they prepare for each conference.

Professional Growth Plans

All teachers will create a Professional Growth Plan at the beginning of the year. This plan requires one concrete goal to focus the teacher's professional development throughout the year. More specifically, the Professional Growth Plan should be:

- based on the teacher's past performance (e.g., prior evaluation or self-assessment) or a school or district initiative (e.g., transitioning to the Common Core);
- specific and measurable, with clear benchmarks for success;
- aligned with the Teacher Professional Practice and/or Professional Foundations Rubrics; and
- discussed and finalized during or directly after the Beginning-of-Year Conference.

Adjusting a Professional Growth Plan at the Mid-Year Conference

While it is ideal to establish a goal that is ambitious but realistic, the Mid-Year Conference provides a formal opportunity for the teacher and evaluator to review the Professional Growth Plan and make adjustments if necessary. This could happen if the goal is achieved before the end of the year or if planned activities are not possible.

Flexibility Factor

Professional Growth Plans:

- Schools and districts may determine that a school-wide approach for one professional growth goal is preferable. It is also important that teachers are able to set individual goals designed to meet their professional improvement needs identified through past performance. This may result in some teachers establishing 2 professional growth goals as part of their PGP.
- Teachers may develop multi-year Professional Growth Plans with annual benchmarks, activities, and expected results.

Performance Improvement Plans

A Performance Improvement Plan provides intensive support for teachers who are not meeting expectations. A Performance Improvement Plan may be utilized at any time during the school year, but must be put in place if a teacher receives a final effectiveness rating of Developing or Ineffective.

A teacher who has a Performance Improvement Plan will work with an improvement team to assist him or her to develop the plan. An improvement team may consist solely of the teacher's evaluator or of multiple people, depending on the teacher's needs and the school and district context. More specifically, Performance Improvement Plans should identify specific supports and teacher actions and establish a timeline for improvement, as well as frequent benchmarks and check-ins.

The Educator Evaluation System Standards require districts to establish personnel policies that use evaluation information to inform decisions. A teacher who does not demonstrate sufficient improvement may be subject to personnel actions, according to district policies.

Support and Development FAQs

Q: Is a self-assessment a requirement?

Completing a self-assessment is an optional aspect of the Rhode Island Model, but a school or district may choose to make it a requirement. Completing a self-assessment is recommended for teachers who are new to the Rhode Island Model, and a self-assessment tool can be found in EPSS.

Q: Will I receive a rating on my Professional Growth Plan?

No. Professional Growth Plans are a required and an important part of the Rhode Island Model because they guide the support and development process. It is not a scored criterion of the Rhode Island Model.

Q: Does my Professional Growth Plan need to be aligned to Student Learning Objectives?

No. The Professional Growth Plan is designed to meet the individual needs of teachers and is a key aspect of the support and development process. While Professional Practice, Professional Foundations, and Student Learning Objectives are distinct aspects of the system, information from any of these can be used to help develop a Professional Growth Plan.

Q: Can we continue to use goals for more than one year for ongoing work (e.g., aligning curriculum)?

Yes, but multi-year goals should have activities and benchmarks associated with each year's plan.

Teacher Professional Practice

The Teacher Professional Practice Rubric represents the Rhode Island Model's definition of effective teaching. Adapted from Domains 2 and 3 of the 2011 version of Charlotte Danielson's *Framework for Teaching*, the Teacher Professional Practice rubric consists of 8 components organized into two domains: Classroom Environment and Instruction. More specifically:

- The Teacher Professional Practice Rubric is aligned with the Rhode Island Professional Teaching Standards.
- The Teacher Professional Practice Rubric is a classroom observation tool. Each of the 8 components on the rubric will be scored after each observation.
- The individual component scores across observations will be averaged and rounded to the nearest tenth to get a summative score for each component. The score will always be from 4.0 (highest) to 1.0 (lowest).
- The average scores for each component will be added together and rounded to the nearest whole number to get a total Teacher Professional Practice Rubric score.
- Scoring bands will be used to determine the overall Professional Practice rating as "Exemplary", "Proficient", "Emerging", or "Unsatisfactory".

Teacher Professional Practice Rubric Components	
<i>Domain 2: The Classroom Environment</i>	<i>Domain 3: Instruction</i>
2a: Creating an Environment of Respect and Rapport	3a: Communicating with Students
2b: Establishing a Culture for Learning	3b: Using Questioning/Prompts and Discussion Techniques
2c: Managing Classroom Procedures	3c: Engaging Students in Learning
2d: Managing Student Behavior	3d: Using Assessment in Instruction

Assessing Teacher Professional Practice

In dynamic learning communities, the respectful exchange of feedback is a natural element of the school culture. This spirit of open communication is intentional, and the Rhode Island Model encourages evaluators to be frequent visitors to classrooms, offering constructive feedback to help teachers reflect on their performance and contribution to student achievement.

Classroom Observation Requirements:

- At least one announced observation, at least two unannounced, for a minimum of three.
- Each observation will last for at least 20 minutes.
- There is a one-week window during which the announced classroom observation will occur that is communicated to the teacher (for example, “I will observe you during the week of March 19th.”) However, the week of notification cannot be the same week as the observation.
- Written feedback is required after each observation.

Feedback

The goal of feedback is to help teachers to grow as educators. With this in mind, evaluators should be clear and direct, presenting their comments in a way that feels supportive and constructive. To the extent possible, feedback should be grounded in the component language found in the Professional Practice rubric.

Even the most effective teachers can improve and should receive constructive feedback. This does not, however, mean that evaluators need to identify an area for development every time they provide feedback. See the next page for additional helpful hints on delivering and receiving feedback.

Flexibility Factor

Classroom Observations and Feedback:

- Schools and districts may decide to conduct classroom observations, announced or unannounced, more frequently, based on school and teacher needs. We encourage frequent visits to classrooms, with more, for teachers on Performance Improvement Plans.
- While a one-week window for an announced observation is required, evaluators may choose to narrow down a timeframe within that week (e.g., “I plan to observe a math lesson”). Because schools and districts have some flexibility with scheduling announced observations, teachers and evaluators should be clear about what is expected at the local level.
- Written feedback is required after each classroom observation, but pre-and post-observation conferences are optional. Schools and districts can choose to implement pre-and/or post-observation conferences depending on what works best for their local needs.

Helpful Hints for Delivering and Receiving Feedback

When delivering feedback:

- **Deliver feedback as soon as possible.**
- **Use a warm and professional tone.**
- **Be specific.** Include concrete actions or behaviors.
- **Present feedback without delivering a personal opinion.** (“I am seeing this happening in the classroom,” vs. “I like it when I see you doing this in the classroom.”)
- **Discuss next steps.**

When receiving feedback:

- **Approach feedback with an open mind.** It is an opportunity to improve practice.
- **Be an active listener.**
- **Ask questions for clarification.**
- **Use a warm and professional tone.**
- **Take notes.** Capturing the conversation may help you reflect later.

Educator Performance Support System

Observation scores and feedback can be generated and communicated through the EPSS.

Teacher Professional Practice FAQs

Q: What should I do differently when I am observed?

Nothing. You should teach as you do on every other day of the year. For announced observations, some evaluators may ask for a lesson plan beforehand, and some teachers like to share what they will be teaching in advance, but you are not expected to do anything out of the ordinary. In fact, this is why unannounced visits offer a more spontaneous view of teacher practice. They also can reduce the natural anxiety some teachers feel when an observation is announced in advance. Overall, observations are just one of multiple ways to collect data, along with the sources of evidence and measures of student learning submitted in other parts of this evaluation. The goal with each is to provide as complete a picture of your effectiveness as possible.

Q: Should teachers collect additional evidence to support their Professional Practice rating?

No. The 8 components in the Teacher Professional Practice Rubric are 100% observational, and each component is rated after each observation. No additional evidence is used to determine a rating on the Teacher Professional Practice Rubric.

Q: Why are the Teacher Professional Practice components labeled 2a through 3d?

We have adapted Charlotte Danielson's 2011 *Framework for Teaching* to assess professional practice. This is the numbering system used within the *Framework for Teaching*.

Teacher Professional Foundations

Teachers' roles extend beyond delivering instruction and managing the classroom environment. The Rhode Island Model recognizes the additional contributions teachers make to school communities through the Teacher Professional Foundations Rubric (originally called "Professional Responsibilities" in Edition I of the Rhode Island Model). More specifically:

- The Teacher Professional Foundations Rubric includes 8 components that are aligned with the RI Professional Teaching Standards, the Rhode Island Educational Leadership Standards, and the RI Code of Professional Responsibility.
- The 8 components are scored according to the rubric, based on evidence collected during the year. Some will be seen in action (e.g. teachers participating in school and district activities, modeling high standards of professional behavior) and others will require artifact review (e.g., lesson and unit plans for the planning components).
- The rating categories for Professional Foundations are "Exceeds Expectations", "Meets Expectations", or "Does Not Meet Expectations".

Assessing Teacher Professional Foundations

Many of the components in the Teacher Professional Foundations (TPF) Rubric can be seen in action. Examples of Teacher Professional Foundation components seen in action include: acting on a belief that all students can learn may be seen in classrooms or other academic settings; and educators acting ethically and with integrity is something that is part of our daily professional lives. An evaluator should have notes that serve as evidence of components seen in action. During evaluation conferences feedback on this evidence should be integrated into the discussion.

Educator Performance Support System

Maximizing technology: districts fully maximizing the EPSS system will be able to organize, review, and store artifacts for Professional Foundations online. Teachers will be able to match and submit artifacts for their evaluator to review, provide feedback, and eventually determine a Teacher Professional Foundations rating.

A few components will require artifact review. Examples of Teacher Professional Foundations components that may require artifact review include: lesson plans are a likely artifact (TPF 7 and 8 Planning); a parent log or other artifacts showing communication with family members could serve as artifacts for communication between school and home (TPF 2 Communication).

In some cases it is possible that a Teacher Professional Foundations component may be assessed by seeing it in action or reviewing an artifact. Engaging in meaningful professional development (TPF 6) is a good example of the dual nature of a component. It is possible that an evaluator may directly witness a teacher's participation in professional development and

growth. However, it's also possible that teachers may upload a limited number of artifacts to the EPSS that demonstrate their continual learning.

At the Mid-Year Conference and End-of-Year Conference, evaluators will review all evidence collected and determine ratings according to the Professional Foundations Rubric for the end of the year.

Throughout the year, teachers and evaluators can enter evidence into EPSS, using the system to store data and track progress. Before the Mid-Year and End-of-Year Conferences, all evidence needed for the conference should be in EPSS for the evaluator to review.

Districts have the flexibility to determine evidence for Professional Foundations components. The chart below represents which components we believe can be assessed by seeing it in action, through artifact review or could be assessed either by seeing it in action or through artifact review. There is an emphasis on assessing components by seeing them in action whenever possible.

Professional Foundations Component	In Action	Artifact-driven	Either
PF 1 <i>Maintains an understanding of and participates in school/district- based initiatives and activities</i>			X
PF 2 <i>Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</i>			X
PF3 <i>Acts on the belief that all students can learn and advocates for students' best interests</i>	X		
PF4 <i>Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents and other community members, in all actions and interactions</i>	X		
PF5 <i>Acts ethically and with integrity while following federal, state, district, and school policies</i>	X		
PF6 <i>Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning</i>			X
PF7 <i>Plans effectively based on accurate knowledge of how children learn and develop</i>		X	
PF8 <i>Uses data appropriately to plan instruction for a diverse group of learners</i>		X	

Artifact Collection and Review

- The focus of the artifact collection should be on quality rather than quantity.
- All artifacts collected should be clearly connected to the performance descriptors of one or more of the components in the Teacher Professional Foundations Rubric.
- One artifact could be used to demonstrate proficiency on more than one component of the rubric.
- Artifacts should be collected throughout the course of the year. At the mid-year point a review and check in on progress in Professional Foundations is included in the mid-year conference.
- Teachers may submit brief notes or explanations for why certain artifacts have been submitted if they feel it may not be immediately clear to the evaluator.

Flexibility Factor

Artifact Review:

- Districts can decide the specific process for artifact collection and review, including what and how many artifacts will be collected.
- Timelines may also be determined at the local level, but it is important to ensure expectations are clearly communicated to all teachers.

Teacher Professional Foundations FAQs

Q: Why is Professional Foundations part of the evaluation system?

It is included in the evaluation system because we believe teacher growth and student success depend on the collective efforts in these areas.

Q: Why were some components modified from Edition I (2011-2012 version)?

We received feedback from educators that some areas may have unintentionally established unfair expectations. There was also some redundancy with professional practice areas.

Q: Will I be penalized for not staying late at school?

No. Teachers can meet expectations without staying late.

Q: How can one artifact be used as evidence for multiple components on the Teacher Professional Foundations Rubric?

A teacher might have developed some new ways of communicating information to students' caregivers. This may be something that teacher just learned so it is evidence of ongoing learning as well as school to home communication.

Q: When/how will I receive feedback on Teacher Professional Foundations?

The Mid-Year and End-of-Year Conferences provide formal opportunities to receive feedback and discuss performance related to TPF, but evaluators can provide ongoing feedback.

This page intentionally left blank

Measures of Student Learning

Student learning is the single most important indicator of educator effectiveness. To that end, every teacher and building administrator in Rhode Island will be evaluated, in part, based upon their impact on student learning.

The Rhode Island Model measures student learning in two ways: Student Learning Objectives and the Rhode Island Growth Model (RIGM). This year, every teacher and building administrator in the state will set at least two and no more than four Student Learning Objectives.

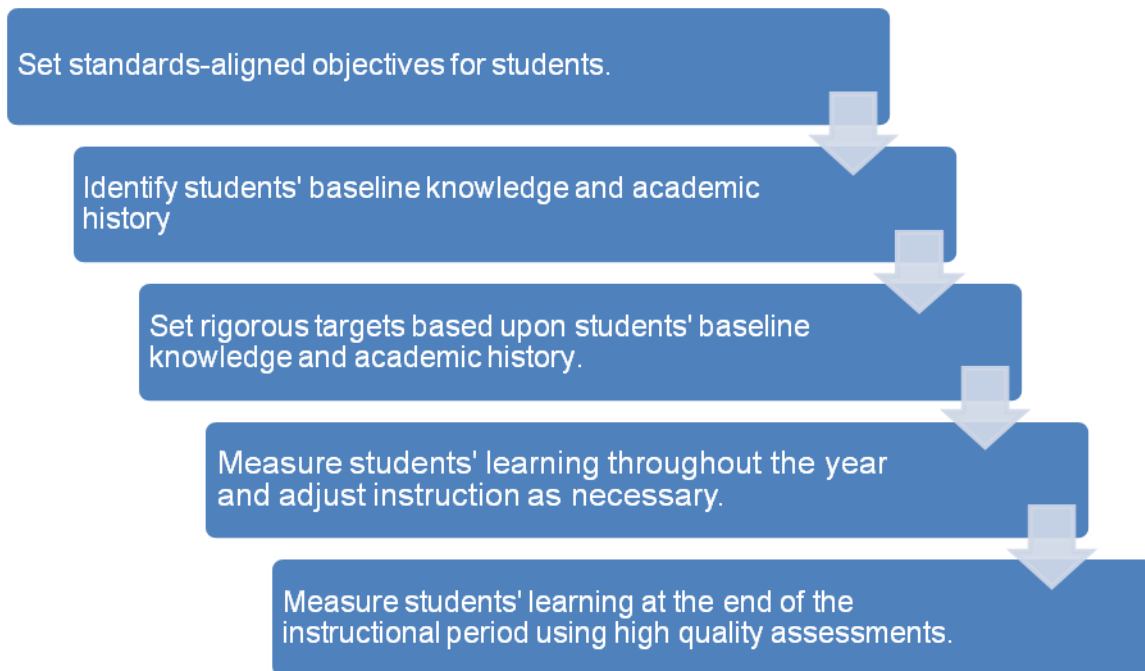
Beginning in the 2013-14 school year, all teachers who contribute to student learning in mathematics and reading in grades 3-7 will receive a RIGM score. Administrators who oversee students in these grades will also receive a RIGM score.

Student Learning Objectives

Student Learning Objectives present an opportunity for teachers and building administrators to be closely involved in shaping the manner in which the performance of their students is measured. With the use of Student Learning Objectives, educators work together to determine how content should be prioritized so that they can establish clear expectations for how student learning should be assessed. Student Learning Objectives allow for the use of multiple measures of assessment, including existing commercial assessments as well as those that are developed by teams of educators. Teachers and administrators will set targets based upon available data and information for their specific population of students.

Setting objectives for students' learning is an effective instructional practice. Throughout the country, effective educators and leaders use academic goal-setting to ensure that every student is making progress. They all follow the same general practice: align goals with standards, measure students' baseline knowledge, set targets accordingly, and use high quality assessments to measure students' end-of-year performance. These effective educators track students' learning data during the year and adjust their instruction to meet students' evolving needs. Effective goal-setting serves as a framework for the Student Learning Objectives system.

Framework for Setting Student Learning Objectives



A Student Learning Objective is a long-term academic goal that educators set for groups of students. Student Learning Objectives can be set for the school year or an interval of instruction appropriate to the teaching assignment (e.g., a single semester for a semester length course). It must be specific and measureable, based on available prior student learning data and information, and aligned with standards, as well as any school and district priorities. Student Learning Objectives should represent the most important learning during an interval of instruction and define a measurable level of progress or mastery that students should attain.

Educators can work individually or in teams to develop sets of Student Learning Objectives relevant to specific grade levels, courses, schools, and/or district-wide priorities. All teachers of the same course in the same school should use the same set of objectives, although specific targets should vary if student starting points differ substantially among classes or groups of students. Building level administrators should work together to create a shared set of objectives for their school.

Flexibility Factor

Student Learning Objectives:

If a teacher has more than two course preps or teaches more than two subjects, she or he may choose to focus their Student Learning Objectives on the preps or subjects that include the majority of their students. Or, the teacher may choose to focus on an area of greatest need, even if that includes fewer students.

Number and Scope of Student Learning Objectives

Educators and evaluators should work together to determine how many Student Learning Objectives are appropriate for their instructional area and teaching load. While it is our aspiration that all students for whom a teacher is responsible be included in his or her set of Student Learning Objectives, we also recognize that sometimes the most effective strategy is to begin by focusing on a specific area of need and expanding over time.

Educator Performance Support System

Educators using the EPSS can write their Student Learning Objectives in the EPSS, submit them to their evaluators for review and approval, and upload evidence toward their attainment. Evaluators can also use the EPSS to approve, give feedback on, and score the educator's Student Learning Objectives.

The minimum number of Student Learning Objectives an educator may set is two. Educators should discuss their rationale for selecting a particular prep or subject area with their evaluators when they set the Student Learning Objectives. An individual Student Learning Objective must include all students on the roster for the course or subject area with which the objective is aligned.

Furthermore, percentages or particular groups of students may not be excluded. It is advisable to set tiered targets according to students' starting points because students may begin at varying levels of preparedness. However, the expectation is that all students are making academic gains regardless of where they start. For example, students who begin below grade-level may be expected to make substantial

progress toward course/grade objectives by the end of the instructional interval while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.



Students who begin an instructional interval below grade-level proficiency should be expected to reduce the gap between their knowledge and grade-level proficiency by the end of the interval of instruction.

Anatomy of a Student Learning Objective

Element	Description
Objective Statement	Identifies the priority content and learning that is expected during the interval of instruction. The objective statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured.
Rationale	Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective and indicates if it's aligned with a building administrator's Student Learning Objective.
Aligned Standards	Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) with which this objective is aligned.
Students	Specifies the number of and grade/class of students to whom this objective applies.
Interval of Instruction	Specifies whether this objective applies to the entire academic year. For educators who work with students on a shorter cycle, the length of the interval of instruction should be defined.
Baseline Data	Describes students' baseline knowledge, including the source(s) of data and its relation to the overall course objectives. If baseline data are not available for the student population to whom the Student Learning Objective applies, data about a similar student group (such as students taught in a previous year) or national expectations about student achievement in this area may be referenced.
Target(s)	Describes where the teacher expects students to be at the end of the interval of instruction. The target should be measureable and rigorous, yet attainable for the interval of instruction. In most cases, the target should be tiered (differentiated) so as to be both rigorous and attainable for all students included in the Student Learning Objective.
Rationale for Target(s)	Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that the data indicate the target is both rigorous and attainable for all students. Rationale should be provided for each target.
Evidence Source	Describes which assessment(s) will be used to measure student learning, why the assessment(s) is appropriate for measuring the objective, and its level of standardization. Levels will be identified as high (refers to assessments administered and scored in a standardized manner), medium (refers to assessments with moderate standardization and may have subjective scoring), or low (refers to assessments not administered and scored in a standardized manner).
Administration	Describes how the measure of student learning will be administered (e.g., once or multiple times during class or during a designated testing window by the classroom teacher or someone else).
Scoring	Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).

Aligning Student Learning Objectives

Building administrators' Student Learning Objectives are designed to align with the School Improvement Plan and his or her district's Strategic Plan, and teachers should develop Student Learning Objectives aligned with their administrators'. For some teachers, this will be a very natural connection. Mathematics teachers may write Student Learning Objectives that, if met, will contribute to their administrator's Student Learning Objective in mathematics. Some teachers may have a less obvious but still important connection to the administrator's Student Learning Objectives. For example, social studies teachers may have a Student Learning Objective that focuses on students' ability to write a research report that meets the Common Core's literacy standards.

There are some instances when it may not make sense for a teacher to write a Student Learning Objective aligned with an administrator's. A music teacher may have Student Learning Objectives that are focused on music theory and practice. A focus of this type, while critical in music, may not align with an administrator's Student Learning Objective in mathematics or literacy.

The Process for Setting Student Learning Objectives

Setting Student Learning Objectives prompts teachers to answer three key questions:

- 1. What are the most important skills and knowledge my students must learn?**
- 2. How will I determine if students have learned them?**
- 3. Based on what I know about my students, what is a rigorous and attainable target for how much my students should learn?**

These questions align with the three major criteria of a Student Learning Objective: priority of the content, quality of the evidence, and rigor of the target.

Priority of Content

Begin the process of setting Student Learning Objectives by determining the most important standards and content in your grade(s) and subject(s). In some cases, priority standards or content may already be identified by your school or district curricula. Ideally, this process will occur just before school starts or early in the school year.

Student Learning Objectives should be horizontally and vertically aligned, when applicable. When a Student Learning Objective is horizontally aligned, all teachers in the same grade level and/or content area collaborate to set Student Learning Objectives and then each teacher sets specific targets based upon his or her own students' baseline knowledge and skills.

Vertically aligned Student Learning Objectives should be consistent with the building administrators' objectives when appropriate. Building administrators' objectives, in turn, should

be aligned with key district goals and priority metrics and/or the school or district improvement plan.

The Student Learning Objective should align with grade level or grade span standards, the Common Core State Standards, or other content-specific standards for a particular content area. In most cases, the Student Learning Objective should cover a significant portion of the standards the educator will teach in the interval of instruction for that course. The overarching concept is that if the objective is met, students should have the essential knowledge and skills necessary for success in the next grade or level of instruction.

Teachers who teach the same grade, content area or course should:

- Work collaboratively with your grade, subject area, or course colleagues to set Student Learning Objectives, whenever possible.
- Identify Student Learning Objective targets based upon the starting points of your actual students; however, these targets should be discussed with other teachers of the same course to ensure consistency of expectations for students across classes.
- If the students in your classes do not have demonstrably different starting points from those of your colleagues, your targets should be the same.

Those who are the sole teacher for a particular grade, content area or course should:

- Whenever possible, collaborate with teachers of the same content area or course across the district to set Student Learning Objectives.
- If that is not possible, collaborate with teachers of other grades or content areas within your school to help you set your Student Learning Objectives.
- Identify Student Learning Objective targets based upon the starting points of your actual students.

Whether or not Student Learning Objectives are set individually or within a team, the target data is analyzed separately for each individual teacher. Your evaluator's role is to provide opportunities for these grade-level and department-team meetings and to ensure that Student Learning Objectives are of uniformly high quality across grade-levels and content areas, with rigorous, quantifiable targets set for student performance based on high-quality sources of evidence.

Quality of Evidence

High-quality assessments are essential to the accurate measurement of students' learning. Various assessments may be used as evidence of target attainment, ranging from teacher-created performance tasks to commercial standardized assessments. All teachers who teach the same course (grade-level and subject combination) should use the same sources of evidence for the objectives related to that course. This will promote consistency and fairness for teachers, while ensuring that students across the school are held to the same standards of achievement. Uniform assessments and evidence of student learning for teachers of the same courses will also save time for teachers and evaluators.

However, not all assessments are of high quality, regardless of their source. In order to select a high-quality assessment, it is important to identify the intended purpose of the assessment, and its alignment with the content standards and then to select an assessment that can adequately fulfill those purposes.

The Comprehensive Assessment System (CAS) Criteria and Guidance (available on the RIDE website) provides an explanation of the purpose of assessment. As that explanation highlights, one of the purposes of assessment is to measure outcomes. This purpose is directly relevant to using assessments for Student Learning Objectives. Also helpful is what the CAS document highlights regarding developing and selecting assessments.

As part of the CAS initiative, districts should have Assessment Maps, which provide an overview of assessments currently used within the district, including the name, type, and purpose of each assessment, as well as additional information such as grade level and content area, a brief description of the assessment, scoring procedures, and allowable accommodations. Educators struggling to identify high quality assessments should consult with their district offices for Assessment Maps or other resources.

Please refer to **Appendix 2** for further guidance on selecting a high-quality assessment.

Rigor of Target

When setting the target(s) for a Student Learning Objective, the teacher should review available baseline data or information. Using these data, he or she should determine if students are entering the course with the necessary prerequisite knowledge or skills.

Educators understand that not all incoming students arrive with the same level of preparedness for the content. Like the instruction provided in each classroom, targets may also be tiered to reflect differentiated expectations for learning.

For example, if the teacher determines that some students are entering the course without the necessary prerequisite knowledge or skills, he or she should set another target that is both rigorous and attainable for *this* group of students.

Similarly, if the teacher determines that some students are entering the course with prerequisite knowledge or skills that exceed what is expected or required, he or she should set a target that is both rigorous and attainable for this group of students.



Targets for students who begin an instructional interval below grade level should be set to reduce the gap between their current and expected performance.

One way to determine if targets are rigorous is to refer to baseline data. Baseline data may take many forms, including:

- prior year assessment scores or grades
- beginning-of-year benchmark assessment data
- other evidence of students' learning, such as portfolio work samples

In some cases, baseline data will not be available. For example, kindergarten teachers may not have access to previous performance data for their students and middle school band instructors may have students who have never played instruments. In this case, targets should be informed by past performance of similar groups of students (locally or nationally) or by early year baseline information. The following is an example section of a Student Learning Objective for second grade reading using baseline data:

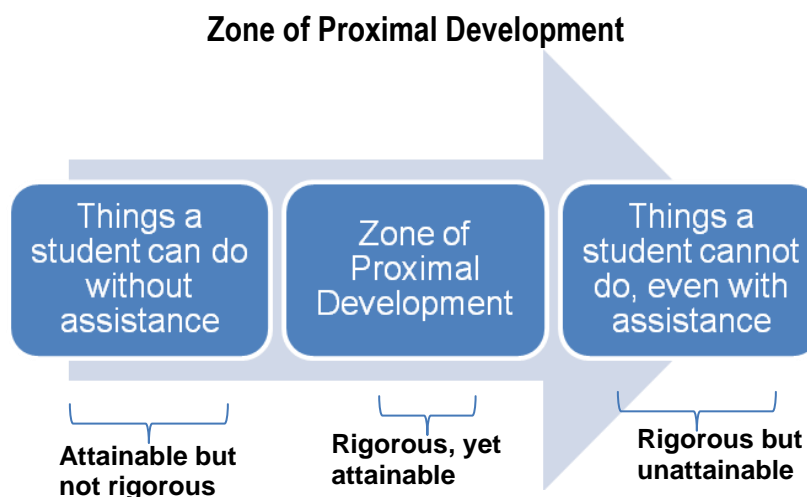
Baseline Data: I am a second grade teacher. When I received my course roster, I used my students' first grade end-of-year Fountas & Pinnell reading level scores to identify ability groupings within my class. I found that four students were reading below grade level, 15 were on grade level, and five were above.

Targets:

1. The four students who are reading below grade level, will move up at least three reading levels. Students at Level H will move to level K or better, the student at level G will move to level J or better, and the student at level I will move to level L or better (H → K, H → K, G → J, I → L).
2. The fifteen students who are reading on grade level move up at least three levels to reach proficiency with level M (or higher) texts.
3. The five students who are reading above grade level will move up at least three reading levels to reach proficiency with level P (or higher) texts.

Rationale for Targets: I know that most students can achieve three levels of growth on the Fountas & Pinnell scale because 90% of my students moved up at least three reading levels last year. I used baseline data to establish students' starting points and then set individualized targets for students who needed to reduce the gap between their knowledge and grade level proficiency. For the remaining students, I set a goal for them to improve at least three levels by the end of the year.

There are many ways to conceptualize rigor. One way is Vygotsky's *Zone of Proximal Development*, which describes the range between a task that can be completed without instructional guidance (independently) and a task that cannot be completed, even with guidance. The most effective instruction aims at the space within this zone because it provides challenge that causes students to learn without frustrating them by being completely inaccessible (see figure below).



Setting Student Learning Objective for Diverse Learners

English Language Learners

English Language Learners should be incorporated in general educator's Student Learning Objectives. Educators may set differentiated targets to ensure that all students are meeting a rigorous, yet attainable, target. In some cases, evidence may need to be differentiated for English Language Learners to account for how they currently demonstrate content skills and knowledge (this can be found in the WIDA CAN-DO Descriptors by domain and grade level cluster). All educators should ensure their content targets for English Language Learners are informed by students' language comprehension and communication skills.

English as a Second Language teachers whose primary responsibility is students' language development may set Student Learning Objectives using English Language Development (ELD) goals based on Cook's profiles (for more information on Cook's profiles, visit <http://www.ride.ri.gov/applications/ell/>). Evidence should include ACCESS for English Language Learners, the WIDA Model, or locally developed assessments based on the WIDA standards (speaking, writing rubrics, WIDA summative ELPS, ACCESS released items, etc.). When sufficient numbers of English Language Learners exist in a district, targets can be based on local data on student achievement norms. English Language Development growth should take into account students' ages and initial proficiency levels.

For schools with a significant number of English Language Learners, a Student Learning Objective based on an ELD goal should be developed by building administrators.

Students with Disabilities

Student Learning Objectives for students with disabilities should be based upon grade-level content standards, historical data, and other academic information. Given that special education teachers provide instruction in a variety of settings, RIDE has identified three general approaches, as described in the following pages:

The special educator who co-teaches as part of a grade level or content team (co-planning, instructing, and assessing) shares the Student Learning Objective of his/her team:

In this scenario, the special educator and the general educator should review standards and data together and agree upon a set of Student Learning Objectives for all of the students they teach. They should monitor student progress together and are jointly responsible for the academic achievement of all students. When a special educator is providing services in a variety of content areas, English Language Arts and mathematics should be prioritized.

The special educator who works with students with disabilities across several grade levels (1-5, for example) who is not assigned to a general educator may follow more of a tiered approach, based upon similar content and sources of evidence and targets appropriate for each grade level.

A special educator in this scenario would do the following:

1. Review the content standards for each student's grade level.
2. Set broad Student Learning Objectives for English Language Arts and/or mathematics standards that apply to all of the students, across multiple grade levels (e.g., reading comprehension).
3. Identify sources of evidence to assess those standards at each grade level or grade spans (K-1, 2-3, and 4-5, for example).
4. Set targets appropriate for students in each of those grade levels or grade spans.

The special educator who does not fully co-teach with a general educator, but who works with students with disabilities across several classrooms, can take one of two approaches:

1. The special educator can coordinate with the general education teachers in order to support the Student Learning Objectives of students for whom they are mutually responsible. This model is the same regardless of the location of the services – in the general education classroom or elsewhere.

In this case, the special educator may provide instruction in the general education classroom, but he/she is only responsible for the students with disabilities to whom they are assigned. It is not a co-teaching model in which the special educator and general educator share responsibility for all students. The special educator and the general educators should only collaborate to set targets for and monitor the progress of students with disabilities (for whom they are both responsible). A special educator in this scenario would do the following:

- Provide input to their students' general education teachers (in the content areas in which they provide services) as they are writing their Student Learning Objectives and setting targets for all students. Ideally, this would mean participating in the grade level or content team meetings when Student Learning Objectives are set.
- Discuss and agree upon targets for students with disabilities.
- Establish regular communication between general educator and special educator to monitor student progress.

As an example of the approach above, imagine a special educator who provides ELA and mathematics services to 25 students in grades 3 and 4 in five different classrooms. That special educator should meet with the five general educators as they develop their Student Learning Objective (for all students) and agree upon appropriate targets for the students with disabilities, for which they are both responsible. The special educator should share his or her Student Learning Objectives and targets with each of the general educators and work together with them to ensure student stay on track throughout the instructional interval.

2. The special educator can set broad Student Learning Objectives that apply to all of the students with disabilities to whom they provide instruction, with sources of evidence and tiered targets appropriate for each grade level. A special educator using this model would do the following:

- Set broad Student Learning Objectives for English Language Arts and/or mathematics standards that apply to the students with whom they work, across multiple grade levels.
- Identify sources of evidence to assess those standards at each grade level or grade spans (K-1, 2-3, 4-5 for example) and set targets accordingly for students in those grade levels or grade spans. The special educator should always be certain that their targets are aligned as closely as possible with the general education teachers' grade level team or general education class targets for the students.
- Depending upon the general education targets and the identified needs of the students within those grade levels or grade spans, targets may require additional tiers or differentiation.

Though there may be overlap in the content, assessments or evidence used, Individualized Education Program (IEP) goals cannot be used as Student Learning Objectives. There is an important statutory difference between a student's IEP goals and the Student Learning Objectives used in the Educator Evaluation System, so it is important to keep the two systems and related goals distinct. Broad trends across several students' IEPs should inform a teacher's or an instructional team's Student Learning Objectives. IEP goals, assessments and other evidence may inform Student Learning Objectives if the focus is in content areas of English Language Arts or mathematics, for example, and reflects student academic performance consistent with the general education curriculum at grade level.



The special educator should ensure that their Student Learning Objectives are aligned with the Student Learning Objectives of general education teachers instructing students in the same grade(s) and that targets are differentiated based on the identified needs of the students with whom they work.

Special educators who align instruction to the **Alternate Assessment Grade Span Expectations (AAGSEs)** should follow the same process to create Student Learning Objectives for their students. Teachers may find standards and skills in ELA and mathematics selected for use in Rhode Island Alternate Assessment helpful in identifying appropriate content for Student Learning Objectives. They can use some of the same pieces of evidence collected for the alternate assessment for Student Learning Objectives, along with other curriculum-embedded measures as long as the separation of the student's IEP goals and the educator's Student Learning Objective goals remains intact. Targets should be based on any available data on their students; on baseline data they are able to collect when the Student Learning Objectives are set, and/or data on similar students' progress and/or mastery in past years.

Students Learning Objectives are intended to measure student progress or mastery of academic skills and standards. Instruction around functional, organizational, or social-emotional skills supports students' access to the general education curriculum. Therefore, general or special educators who instruct students on these skills should link students' acquisition and application of these skills to the academic content they support whenever possible.

When developing Student Learning Objectives that are related to social-emotional/behavior or functional skills, the Student Learning Objective should be stated in positive terms and related to what students *will do* rather than what they *won't or can't do*. The Student Learning Objective should focus on the positive behavior that will increase, rather than the negative behavior that will decrease.

For example:

- *Increase the number of days the student attends school per month (NOT: decrease the number of days the student skips school each month).*
- *Students will resolve problems more often by contacting teacher, social worker or counselor (NOT: decrease the number of times student is sent out of the classroom).*

As much as possible, these objectives should focus on specific, measureable, positive behavior and be monitored using research-based assessments and screening tools.

The Process of Approving and Monitoring Student Learning Objectives

After the Student Learning Objectives are set, they need to be approved by the evaluator. In order for a Student Learning Objective to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content:** is the objective focused on the right material?
2. **Rigor of Target:** Does the numerical target represent an appropriate amount of student learning for the specified interval of instruction?
3. **Quality of Evidence:** Will the evidence source provide the information needed to determine if the objective has been met?

Flexibility Factor

Approving Student Learning Objectives:

Student Learning Objectives should be discussed during the Beginning-of-Year Conference and approved no later than the end of the first quarter.

Reviewing Teacher Created Assessments

Though all pieces of evidence for Student Learning Objectives must be approved, only those assessments that are *teacher created* need to be reviewed by the evaluator using the following criteria for high-quality assessments:

- The assessment measures all of the standards included in the Student Learning Objective
- The assessment includes an adequate number of items or points to measure the content
- The assessment includes items or tasks that represent a variety of Depth of Knowledge levels
- The assessment is accompanied by a rubric or scoring guide

The evaluator may also want to consult with those who are knowledgeable in the content area or those who have strong assessment knowledge for input on the quality of the assessment. Although only one source of evidence is required, more than one source of evidence may be used for a single Student Learning Objective. If multiple sources of evidence are used, both the

teacher(s) and the evaluator should discuss and understand why each source of evidence is included. For example:

- *Do sources of evidence overlap and provide multiple measures of the same standards?*
- *Or are sources of evidence supplementing each other to capture the full range of standards addressed by the Student Learning Objective?*

The teachers(s) and evaluators should also discuss how evidence will be reviewed and compared at the End-of-Year Conference if the results across two or more sources of evidence are conflicting.

Some evidence, such as end-of-year assessments, may not be available at the time of the Beginning-of-Year Conference. In these cases, the educator and evaluator should agree upon a date when the assessment will be ready for approval. This must be no later than the Mid-Year Conference, or the mid-point of the interval of instruction, if it is less than one school year.

Ongoing Monitoring of Student Learning Objectives

At the Beginning-of-Year Conference, the teacher and evaluator should discuss how the teacher plans to monitor students' progress toward the Student Learning Objective. This may include administering interim assessments aligned to the content of the Student Learning Objective, monitoring students' grades as an indicator of their mastery of course content, or other ways of collecting information about student performance. Throughout the year, the teacher will collect information about students' learning according to the plan and bring those data to conferences in order to discuss students' progress. Together, the teacher and evaluator should examine whether students are on track and identify strategies for ensuring targets are met.



Teachers might find it useful to group students (e.g., those on track to meet their target; those on track to exceed their target; and those students not on track to meet their target). These groupings will help teachers differentiate instruction according to the needs of their students and help both teachers and administrators track their own progress toward meeting Student Learning Objective targets.

Reviewing Student Learning Objectives at the Mid-Year Conference

Teachers should closely monitor students' learning throughout the instructional interval and make necessary instructional adjustments when students are not progressing as expected. The Mid-Year Conference offers an opportunity for teachers to review and discuss their students' learning progress with their evaluators. Teachers and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practice.

The Mid-Year Conference presents an opportunity to revise Student Learning Objectives if it becomes clear that they can be improved or are no longer appropriate. At the Mid-Year Conference, the teacher and evaluator will review available student learning data and reexamine the Student Learning Objectives to determine if adjustments should be made. Adjustments may be made if:

- Based on new information gathered since they were set, objectives fail to address the most important learning challenges in the classroom/school.
- New, more reliable sources of evidence are available.
- Class compositions have changed significantly.
- Teaching schedule or assignment has changed significantly.

The Process for Scoring Student Learning Objectives

Prior to the End-of-Year Conference, teachers should submit all available student learning data to the evaluator. Student Learning Objectives that make use of highly standardized assessments require fewer sources of documentation than those that rely upon less standardized assessments. The table below highlights the different levels of standardization and the levels of documentation that would be needed in each category:

Flexibility Factor

Submission of Data:

Some assessment data (e.g., end-of-year assessments) will not be available at the time of the End-of-Year Conference. In these cases, the educator and evaluator should meet and discuss other components of the evaluation system and review any data related to the Student Learning Objectives. When data become available, the educator should summarize it and send it to the evaluator for review and the assignment of an overall rating.

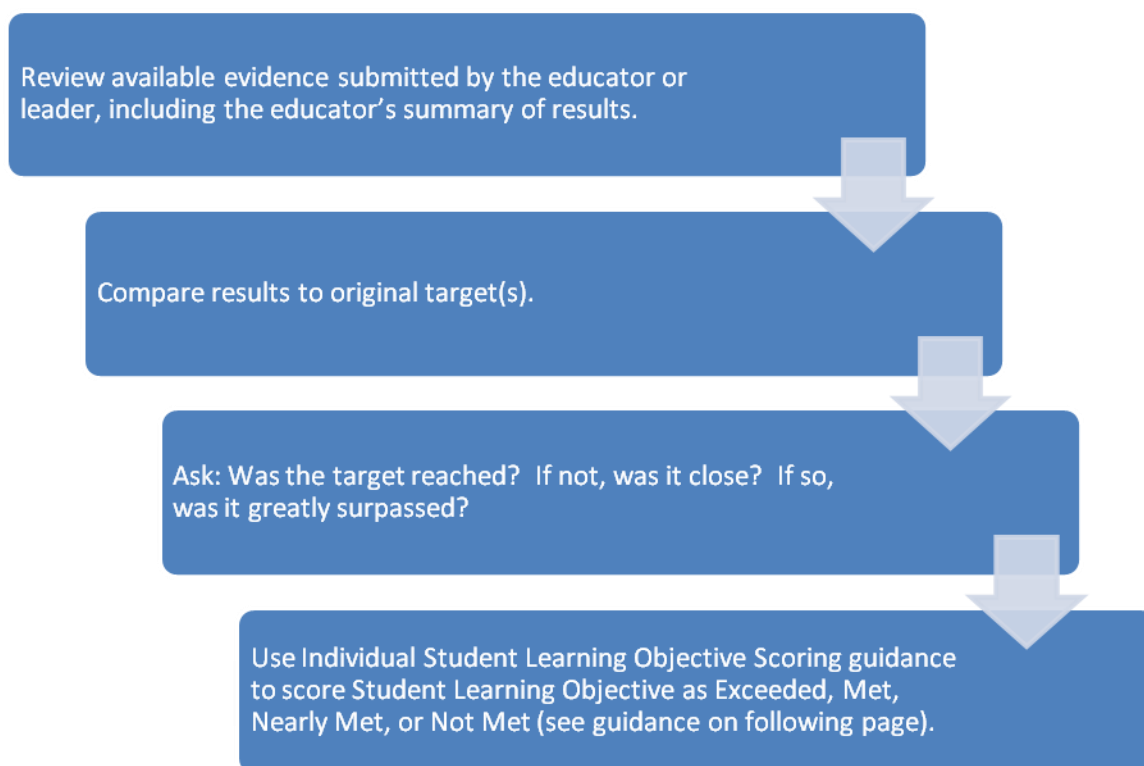
Documentation Needed to Score Student Learning Objectives

Level of Assessment Standardization & Level of Documentation Needed	Low Standardization (Individual- or teacher-team made test) More Documentation	Medium Standardization (F&P Language, DRA, District Common Assessment) Moderate Documentation	High Standardization (AP Exam, NWEA) Less Documentation
Documentation Type I	Summary statement referencing attainment of target	Summary statement referencing attainment of target	Summary statement referencing attainment of target
Documentation Source Type II	Compiled score data	Compiled score data	Compiled score data
Documentation Source Type III	Rubric for scoring	Rubric for scoring	
Documentation Source Type IV	Anchor papers (i.e., examples of scored student work)	Anchor papers (i.e., examples of scored student work)	
Documentation Source Type V	Assessment		

A highly standardized assessment does not always mean a high quality assessment – greater standardization does not necessarily indicate higher quality. The quality of an assessment depends on many criteria, including its purpose, intended vs. actual use, and grade level appropriateness. Evaluators should review results on the evidence sources (can be compiled data or the assessment/artifacts themselves) specified in the Student Learning Objectives, and determine the extent to which each objective was met. Evaluators will rate each individual objective as “Did Not Meet”, “Nearly Met”, “Met”, or “Exceeded”.

Scoring Individual Student Learning Objectives

The process for scoring individual Student Learning Objectives begins with a review of the evidence. The following graphic outlines the specific steps an evaluator should take to score individual Student Learning Objectives:



If multiple sources of evidence are used, evaluators should compare each result to the respective target and consider:

1. Why was each source of evidence included?
2. Do the sources of evidence overlap and provide multiple measures of the same standards? If so, in some cases attainment on one source might be sufficient evidence that a Student Learning Objective was met.
3. Do the sources of evidence supplement each other to capture the full range of standards addressed by the Student Learning Objective? If so, students should show attainment on both sources of evidence for the Student Learning Objective to be considered met.

Individual Student Learning Objective Scoring Guidance

Exceeded	<ul style="list-style-type: none">• This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify a Student Learning Objective for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).
Met	<ul style="list-style-type: none">• This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met”. The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).
Nearly Met	<ul style="list-style-type: none">• This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell just short of the level of attainment established by the target(s).
Not Met	<ul style="list-style-type: none">• This category applies when the results do not fit the description of what it means to have “Nearly Met”. If a substantial proportion of students did not meet the target(s), the Student Learning Objective was not met. This category also applies when results are missing, incomplete, or unreliable.

Scoring Student Learning Objective Sets

Educator Performance Support System

For educators using the EPSS, the system will automatically calculate overall Student Learning Objective rating when individual Student Learning Objective scores are entered into the system.

Once individual Student Learning Objectives are scored, the Student Learning Objective Set Scoring Tables will be used to determine an overall Student Learning Objective rating. Student Learning Objective set scoring tables are located in **Appendix 3**.

The scoring guidance for Student Learning Objectives includes language that requires professional judgment (e.g., almost all, many, few). These descriptors can be thought of as individual students or as a percent of total students. When there are 25 students or less (approximately one class size) use the number of

students to determine if the target was met. When there are more than 25 students, use the percent of total students to determine if the target was met. . For example, “almost all” may be 23 out of 25 students, or 95% of the 100 students in all Algebra I classes.

Exceeding a target is reserved for those instances when it stretches students beyond what is typically expected for the course, when achievement gaps are closed, or when students make substantial progress. For example, this may be defined on a standardized test as more than one year’s progress.

Student Learning Objective Set Scoring Guidance

Exceptional Attainment

- Results across Student Learning Objectives indicate superior student mastery or progress. This category is reserved for the educator who has surpassed the expectations described in their SLOs and/or demonstrated an outstanding impact on student learning.

Full Attainment

- Results across Student Learning Objectives indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOs and/or demonstrated a notable impact on student learning.

Partial Attainment

- Results across Student Learning Objectives indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs and/or demonstrated a moderate impact on student learning.

Minimal Attainment

- Results across Student Learning Objectives indicate insufficient student mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs or the educator who has not engaged in the process of setting and gathering results for SLOs.

How to Use Student Learning Objective Data

The data generated by Student Learning Objectives is used to inform the scoring of Student Learning criteria of the educator evaluation system. However, it is also useful for prompting teacher reflection and may even inform decisions about professional development and resource allocation.

If targets were mostly met, the teacher should reflect upon what he/she did to ensure students' success. He/she should consider which strategies, approaches, and materials were most helpful and consider how these can be replicated or improved upon in the next year.

If targets were not met, the teacher should consider what he or she will do differently next year. In most cases, the solution is not to simply set lower targets, as this will not result in adequate student learning. The teacher might begin by looking at their data to determine appropriate next steps.

For example, suppose a teacher set a Student Learning Objective focused on elementary reading comprehension. At the end of the year, a substantial number of students did not meet the targets that were set for them. Upon reviewing the data, the teacher notices that nearly all of the students who did not meet their targets were in the lowest tier—students who entered his class reading below grade level. Conversely, almost all of the students who entered his class on or above grade level met their targets. This teacher might decide, based upon this and other corroborating sources of evidence that he should seek out professional development that will help him build skills to better support struggling readers.

The Rhode Island Growth Model

The Rhode Island Growth Model (RIGM) is a statistical model that provides an additional way of looking at student achievement. The RIGM enables us to look at growth in addition to proficiency to get a fuller picture of student achievement.

Using this model, we can calculate each student's progress relative to their academic peers on the NECAP Math and Reading tests for grades 3-7. Academic peers are students who have scored similarly on the NECAP in the past. The RIGM provides a fuller, more descriptive picture of student achievement. Because all students' scores are compared only to those of their academic peers, students at every level of proficiency have the opportunity to demonstrate growth in their achievement.

Beginning in the 2013-14 school year, all teachers who contribute to student learning in math and reading in grades 3-7 will receive an RIGM rating. Administrators who oversee students in these grades will also receive an RIGM rating.

How Rhode Island Growth Model Ratings are Calculated

RIGM ratings are calculated by using median student growth percentiles. RIDE is consulting with the Technical Advisory Committee to finalize the cut points that will differentiate among "High", "Typical", and "Low" growth. Detailed information about the RIGM is also available at <http://www.ride.ri.gov/assessment/RIGM.aspx>

How Student Growth Percentiles are Calculated: The RIGM uses a statistical model to create student growth percentiles (SGPs). In creating SGPs students are compared to their academic peers who scored similarly on the NECAP in the past (the model goes as far back as possible to calculate a "cohort" for each student). Academic history is the *only* factor by which

students are grouped. Low-performing students are compared to other low-performing students; high-performing students are compared to other high-performing students, etc. Student demographic characteristics, for example, are not used to create a student cohort. Then the most recent NECAP score distribution for each cohort is used to determine the percentile at which an individual student scored within his or her cohort. That percentile number is their SGP. Student growth percentiles range from 1 to 99, with higher values indicating more growth relative to academic peers. For example, a student with an SGP of 90 showed more growth than 90% of his or her academic peers. With the RIGM, a student can have a high SGP when performance is not yet at a proficient level.

How Teacher Scores are Calculated: For a group of students (e.g., in a classroom or school), SGP data will be aggregated (summarized) to determine the median SGP of the group of students. To do so, all tested students' SGPs are arranged in order (e.g., 1-99) to determine the median SGP that is most representative of the classroom or school. The median SGP is the point at which half of the students' SGPs are above and half are below. For example, the median SGP in the sample roster below would be 60. Note that because a student's growth score is calculated based on his/academic peer, both low and high achieving students have the opportunity to demonstrate high growth. For example:

Student	NECAP	SGP	
Emily	465	15	
Peter	440	37	
Sam	429	60	← Median SGP
Elizabeth	455	72	
Alex	433	91	

How Math and Reading Growth Scores are Combined: For teachers who are responsible for student learning in both reading and mathematics, both scores will be combined into one growth rating. *For example:*

Student	SGP	
Emily (Math)	20	
Peter (Reading)	32	
Emily (Reading)	52	
		← Median SGP = 52.5
Elizabeth (Math)	53	
Elizabeth (Reading)	64	
Peter (Math)	85	

Student Learning FAQs

Q: How do Student Learning Objectives connect to the Common Core?

Student Learning Objectives should be aligned to state and national standards, including the RI GSEs/GLEs and the Common Core State Standards in English language arts and mathematics. RI LEAs are in the process of transitioning to the CCSS in ELA and mathematics, in preparation for the PARCC assessment. If you are teaching in a school or district that has already transitioned at your grade level, your Student Learning Objectives should be aligned to the CCSS. If you are teaching in a grade level that has not transitioned, or in a content area not covered by the CCSS, you should align your Student Learning Objectives to the RI GSEs/GLEs or other national standards.

Q: What if I teach a course that cannot be aligned to my building administrator's Student Learning Objectives?

Your evaluator should work with you to develop Student Learning Objectives that complement the school's priorities when applicable. However, your Student Learning Objectives should only be directly aligned to the building administrator's Student learning Objective when it is pertaining to the content and grade levels that you teach.

Q: What if I am the sole teacher for a particular grade and subject combination? Should I set Student Learning Objectives alone?

We do not encourage anyone to set a Student Learning Objective in isolation. If you do not have a team with which to develop Student Learning Objectives, we encourage you to collaborate with teachers of the same course across the district or with teachers of other grades/content areas within your school. Though they might teach different content, they may be able to help you review data, identify priority areas, create high-quality assessments, or administer and score the evidence according to best practices.

Q: What if I teach a course that does not last a full year? Do I still set Student Learning Objectives?

Yes, but the timeline should be condensed to match the duration of the course. Teachers can either set a Student Learning Objective that applies across groups of students and aggregate results to measure attainment (e.g. a year-long Student Learning Objective that combines your fall and spring semester students), or set Student Learning Objectives that apply to a single semester or a shorter interval of instruction (ex. 6-8 weeks). Teachers who provide RTI support assignment might consider setting program-based Student Learning Objectives. For example, they could set a goal for the percentage of students who meet their RTI goals within the original timeframe of the intervention.

Q: What other Student Learning Objective resources are available?

RIDE has sample Student Learning Objectives and additional resources on the RIDE website at: <http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/SLO.aspx>.

Q: How many years of NECAP scores will be used to determine a teacher's median SGP?

Two years of growth scores will be used to calculate a teacher's growth rating.

Q: How is the Rhode Island Growth Model different from the “Value-Added” assessment being used in many other states?

Both the value added model and the RI Growth Model examine academic growth rather than looking at an absolute achievement score. However, in the “value-added model”, students are grouped according to demographic data such as poverty and race, and then compared against students in a similar demographic cohort. In Rhode Island, we chose to compare students to their *academic* peers. Students are grouped and compared based upon NECAP performance alone.

This page intentionally left blank

Calculating a Final Effectiveness Rating

Educator Performance Support System

The EPSS will automatically complete many of the steps involved with calculating a teacher's final effectiveness rating. For example, after evaluators input individual Student Learning Objective scores, the EPSS will calculate the overall Student Learning Objectives rating.

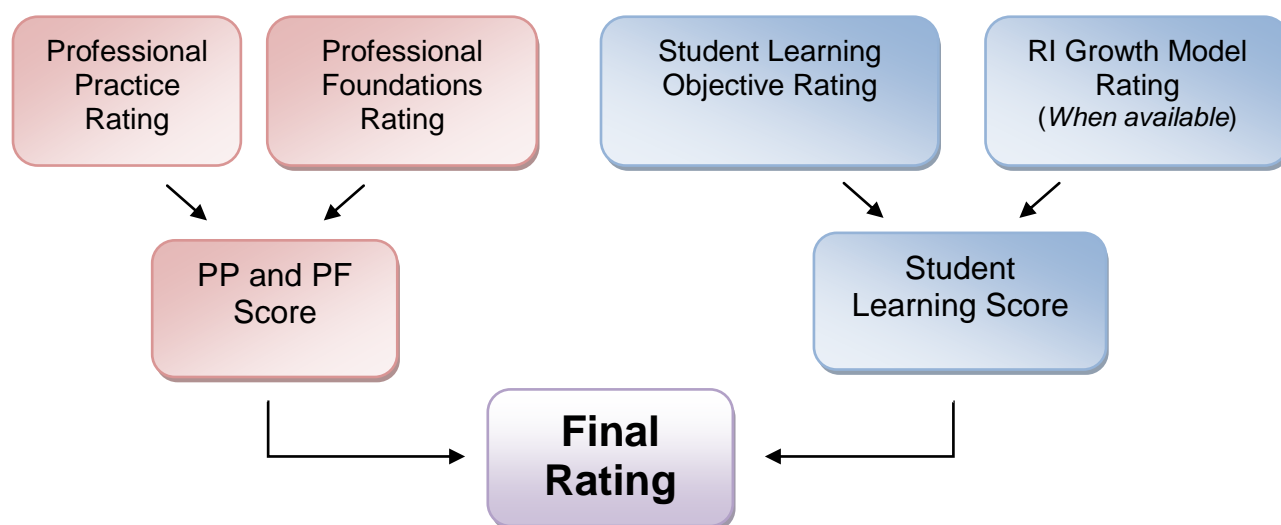
The EPSS will also be used to collect and report final effectiveness ratings to RIDE.

The final effectiveness rating for teachers will combine an individual's Student Learning score and Professional Practice and Professional Foundations score. Educators will receive one of four final effectiveness ratings:

- **Highly Effective (H)**
- **Effective (E)**
- **Developing (D)**
- **Ineffective (I)**

The chart below shows how the scores for Professional Practice, Professional Foundations, Student Learning Objectives, and (when applicable) the Rhode Island Growth Model combine to produce the final effectiveness rating. The section that follows explains how a series of matrices is used to calculate this rating.

Components of Final Effectiveness Rating



Step 1 – Calculate a Professional Practice Rating

- Evaluators assign a score for each of the eight components on the Teacher Professional Practice Rubric after each observation.
- The individual component scores across observations will be averaged and rounded to the nearest tenth to get a summative score for each component. The score will always be from 4.0 (highest) to 1.0 (lowest).
- The average scores for each component will be added together and rounded to the nearest whole number to get a total Teacher Professional Practice Rubric score. The chart below provides an example:

Component	Observation 1	Observation 2	Observation 3	Average
2a	2	3	4	3.0
2b	2	2	2	2.0
2c	2	3	3	2.7
2d	2	3	4	3.0
3a	3	2	2	2.3
3b	3	4	4	3.7
3c	3	3	3	3.0
3d	2	2	3	2.3
TOTAL	17	15	15	22

- The following bands of scores will be used to determine the Professional Practice Rating:

Exemplary = 29-32

Proficient = 22-28

Emerging = 15-21

Unsatisfactory = 8-14

Step 2 – Calculate a Professional Foundations Rating

- The evaluator refers to all available data related to the teacher's performance over the course of the year, including any artifacts, observation notes, and written feedback they have provided.

- The evaluator reviews performance descriptors for each Professional Foundations component and selects the level for each component which best describes the teacher's performance for the year. If a teacher's performance does not neatly fit descriptors at a single performance level, the evaluator will choose the level that is the closest overall match. Each component must receive one whole number score (e.g., if a teacher appears to be both "exemplary" and "proficient" in a given component, the evaluator should use their discretion to choose only one score). Each performance level has an assigned numerical point value.
- The scores for each component will be added together to get a total Teacher Professional Foundations Rubric score (total will be between 8 and 24).
- The following bands of scores will be used to determine the Teacher Professional Foundations Rating:

Exceeds Expectations = 21-24

Meets Expectations = 16-20

Does Not Meet Expectations = 8-15

Step 3 – Combine Professional Practice and Professional Foundations to form "PP and PF" Score

- The matrix pictured below, will be used to determine the PP and PF score, on a scale of 4 to 1. In the example below, the teacher received a Professional Practice rating of "Emerging" and a Professional Foundations Rating of "Meets Expectations." These combine to form a PP and PF score of 2.

Matrix Used for All Educators		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Foundations	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

Step 4 – Calculate a Student Learning Objective Rating

- Evaluators will score each individual Student Learning Objective as “Exceeded”, “Met”, “Nearly Met”, or Did Not Meet”.
- Once individual Student Learning Objectives are scored, an overall Student Learning Objective rating will be calculated using the scoring tables located in **Appendix 3**.
- Sets of Student Learning Objectives will receive one of the following ratings:

- **Exceptional Attainment**
- **Full Attainment**
- **Partial Attainment**
- **Minimal Attainment**

Step 5 – Rhode Island Growth Model Rating (when applicable)

- Beginning in the 2013-14 school year, all teachers who contribute to student learning in math and reading in grades 3-7 will receive an RIGM rating of “Low Growth,” “Typical Growth,” or “High Growth.” These ratings will be supplied to evaluators by the Rhode Island Department of Education.

Step 6 – Determine an Overall Student Learning Score

- For the 2012-13 school year, the Student Learning Objective rating will be the only component of the overall Student Learning Score.
- Where applicable (beginning in 2013-2014), the Student Learning Objective rating will be combined with a Rhode Island Growth Model rating using the matrix pictured below. For example, if an educator received a Student Learning Objective rating of “Full Attainment” and a Growth Model rating of “Typical Growth”, these two ratings would combine to produce an overall Student Learning score of 4. For teachers without a Rhode Island Growth Model rating, their Student Learning Objective rating will be their overall Student Learning score.

Student Learning Matrix

		Student Learning Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

The Rhode Island Growth Model will not be included in educator evaluations until the 2013-14

Step 7 – Combine Scores to Determine Final Effectiveness Rating

- The PP and PF score and the Student Learning score will be combined using the matrix on the following page to establish the final effectiveness rating. In this example, the educator received a Student Learning score of 3 and a PP and PF score of 2, which results in a final effectiveness rating of “Effective”.

PP and PF Matrix					
Matrix Used for All Educators		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Foundations	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

Student Learning Matrix					
		Student Learning Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

The Rhode Island Growth Model will not be included in educator evaluations until the 2013-14 school year.

Final Effectiveness Rating Matrix

		STUDENT LEARNING			
		4	3	2	1
PP x PF	4	HE	E	D	D*
	3	HE	E	D	D
	2	E	E	D	I
	1	D*	D	I	I

Key

HE – Highly Effective

E – Effective

D – Developing

I – Ineffective

Final Note: The Evolving Rhode Island Model

Edition II of the Rhode Island Model represents our best shared thinking and effort to support and challenge all educators toward their highest achievements. As with any assessment of such a nuanced and human practice, challenges will remain. We look forward to working through them with you.

With a shared commitment to student and educator learning – we are confident that together we will meet all children’s academic need for an excellent education in Rhode Island’s public schools.

Thank you for embracing the challenging and powerful work of an educator. As we move into full implementation in 2012-13, we are grateful to have you in our schools and classrooms.

This page intentionally left blank

Glossary

For terms and acronyms used in the Rhode Island Model Teacher Evaluation and Support System

Building Administrator Student Learning Objectives: Specific, measurable goals, set by building administrators, that reflect the most important learning goals for students based on Rhode Island content standards and aligned with the School Improvement Plan and the district's strategic plan.

Common Core Standards: The Common Core State Standards, adopted by the Board of Regents in July 2010, define the knowledge and skills students should have in English literacy and mathematics within their K-12 education careers so that they will graduate from high school able to succeed in college, careers, and life. The Standards were developed as a state-led effort of 45 states, 2 territories, and the District of Columbia, and coordinated by the National Governors Association and Council of Chief State School Officers. The standards were developed in collaboration with teachers, school administrators, and education experts.

Complementary Evaluator: An evaluator who, in designated cases, may supplement the work of a primary evaluator by conducting observations, providing feedback, or gathering evidence and artifacts of student learning. Primary evaluators will have sole responsibility for assigning evaluation ratings.

District Evaluation Committee: Oversees the implementation of educator evaluation in each local school system and ensures that the system is fairly and accurately administered.

Educator Performance and Support System (EPSS): EPSS is an online tool to support high quality evaluation implementation, maximize educators' time and resources, and provide a single data system for educator evaluation. The EPSS provides a tested, yet customized online system to streamline and support the Educator Evaluation work throughout the state.

Final Effectiveness Rating: The final effectiveness rating derived from the combined results of the matrices which measure Professional Practice, Professional Responsibilities, and Student Learning. The four summative ratings available include: Highly Effective, Effective, Developing, and Ineffective.

Grade Level Expectations (GLEs): In response to the federal No Child Left Behind Act (NCLB), Rhode Island partnered with Vermont and New Hampshire to develop Grade Level Expectations (GLEs) and to design the New England Common Assessment Program (NE-CAP).

Grade Span Expectations (GSEs): Grade Span Expectations represent content knowledge and skills that have been introduced instructionally at least one to two years before students are expected to demonstrate proficiency in applying them independently.

New England Common Assessment Program (NECAP): A series of reading, writing, mathematics, and science achievement tests, administered annually, which were developed in response to the federal No Child Left Behind Act. It is collaborative project of the New Hampshire, Rhode Island, and Vermont departments of education, with assistance from the National Center for the Improvement of Educational Assessments. Measured Progress, an

assessment contractor from Dover, New Hampshire, coordinates production, administration, scoring, and reporting. The NECAP tests measure students' academic knowledge and skills relative to Grade Expectations which were created by teams of teachers representing the three states. Student scores are reported at four levels of academic achievement; Proficient with Distinction, Proficient, Partially Proficient and Substantially Below Proficient. Reading and math are assessed in grades 3-8 and 11, writing is assessed in grades 5, 8, and 11, and science is assessed in grades 4, 8, and 11. The reading, math, and writing tests are administered each year in October. The science tests are administered in May.

Primary Evaluator: The person chiefly responsible for evaluating a teacher or building administrator.

Professional Growth Goal: This goal, based on self reflection and prior evaluation data, is the focus of the teacher's or administrator's Professional Growth Plan. The goal will be specific and measurable, with clear benchmarks for success. It will be aligned to components in the Professional Practice or Professional Foundations Rubrics.

Professional Growth Plan: The individualized plan for educator professional development. Each plan consists of Professional Growth Goals and clear action steps for how each goal will be met.

Rhode Island Code of Professional Responsibility: Developed by a working group comprised of teachers, administrators, and other educators from throughout the state. These standards, along with the Rhode Island Educational Leadership Standards, were used to develop the Professional Foundations Rubric.

Rhode Island Educational Leadership Standards: Developed by a working group comprised of teachers, administrators, and other educators from throughout the state. These standards, along with the Rhode Island Code of Professional Responsibility, were used to develop the Professional Foundations Rubric.

Rhode Island Educator Evaluation System Standards: Developed by RIDE in 2009 to help school districts build rigorous, fair, and accurate educator evaluator systems. These standards were guided by research as well as recommendations from the Consortium for Policy Research in Education and from the Rhode Island Urban Education Task Force.

Rhode Island Growth Model: This growth rating is one of two methods used to measure Student Learning. The other method is Student Learning Objectives. For teachers, the RI Growth Model rating is calculated by comparing the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). To increase the accuracy of this growth rating, the score will reflect two years' worth of assessment data. For administrators with available Rhode Island Growth Model results, this score will be combined with the Student Learning Objective score using the same matrix as the one used for teachers.

Rhode Island Professional Teaching Standards: The RIPTS were developed by a working group comprised of teachers, administrators, and other educators from throughout the state and are rooted in state and national teaching standards. They are an outgrowth of the Rhode Island Beginning Teacher Standards (RIBTS) that were developed in 1994. These standards were used to develop the Teacher Professional Practice Rubric.

School Improvement Plan: The SALT (School Accountability for Learning and Teaching) program founded in 1998 asks schools to form a school improvement team, which conducts various self-study activities. The school then develops a School Improvement Plan for improving student performance based on their findings.

Self-Assessment: An optional tool that teachers may complete to help them determine their Professional Growth Goal (s). The self-assessment prompts educators to reflect on their past performance, relevant student learning data, prior evaluation data, and professional goals for the upcoming year.

Student Learning Matrix: This matrix is used to calculate the combined rating from the Student Learning Objective score and the RI Growth Model score. When the growth model score is not available, the Student Learning Objective score will serve as the Student Learning rating.

Student Learning Objectives: A long-term academic goal that educators set for groups of students. It must be specific and measurable, based on available prior student learning data and information, and aligned to standards, as well as any school and district priorities. Student Learning Objectives should represent the most important learning during an interval of instruction and define a measurable level of progress or mastery that students should attain.

Student Learning Rating: If an administrator or a teacher has ratings available from both the RI Growth Model and Student Learning Objectives, these will be combined to form the Student Learning Rating for the administrator or teacher. If the administrator or teacher does not have a RI Growth model rating, the Student Learning Objective score will serve as the Student Learning Rating.

Teacher Professional Practice Rubric: This rubric represents the Rhode Island Model's definition of effective teaching. It was adapted from Domains 2 and 3 of Charlotte Danielson's 2011 Framework for Teaching, and consists of 8 components. The Teacher Professional Practice Rubric is a classroom observation tool.

Teacher Professional Foundations Rubric: This rubric measures the contributions teachers make to their school community in addition to their professional practice. The Teacher Professional Foundations rubric includes 8 components that are aligned with the Rhode Island Professional Teaching Standards, the Rhode Island Educational Leadership Standards, and the Rhode Island Code of Professional Responsibility.

Technical Advisory Committee: A committee comprised of national experts on assessment, performance management, and evaluation systems, which advises RIDE on all technical aspects of the model, including rating methodologies, Student Learning Objectives, and the Rhode Island Growth Model.

This page intentionally left blank

Appendix 1: Evaluation Conference Planning Tools

BEGINNING-OF-YEAR CONFERENCE	
Objectives: <ol style="list-style-type: none"> 1. Set the appropriate tone for the year 2. Review and approve the teacher's draft Student Learning Objectives and Professional Growth Plan. 	
Pre-work:	
The teacher should: <ul style="list-style-type: none"> <input type="checkbox"/> Draft a Professional Growth Plan. <input type="checkbox"/> Draft at least two Student Learning Objectives. <input type="checkbox"/> Ensure that your evaluator has access to the items above at an agreed upon time prior to the conference. 	The evaluator should: <ul style="list-style-type: none"> <input type="checkbox"/> Review the teacher's prior evaluation data if applicable. <input type="checkbox"/> Review the teacher's Professional Growth Plan. <input type="checkbox"/> Review the teacher's Student Learning Objectives and any relevant student learning data (and assessment, if applicable).
Conversation Agenda:	
Introduction and Overview <ul style="list-style-type: none"> ▪ Review conference objectives Discuss Professional Growth Plan <ul style="list-style-type: none"> ▪ Discuss the rationale for the Professional Growth Plan ▪ Consider how to support this plan and how it builds off of and integrates the work from the prior year Discuss Student Learning Objectives <ul style="list-style-type: none"> ▪ Review and discuss the relevant student learning data and Student Learning Objectives Closing and Follow-up <ul style="list-style-type: none"> ▪ Review any specific follow-up that you identified during the conversation ▪ If appropriate, discuss upcoming announced observation 	
Follow-up:	
<ul style="list-style-type: none"> <input type="checkbox"/> If any changes needed to be made to the Professional Growth Plan, those changes should be made by the teacher and the revised plan returned to the evaluator in an agreed upon timeframe. We suggest within 2 school days for approval. <input type="checkbox"/> If any changes needed to be made to the Student Learning Objectives, those changes should be made by the teacher and the revised forms returned to the evaluator, ideally within two school days for approval. The evaluator should review them immediately and approve the changes if they are acceptable. 	

MID-YEAR CONFERENCE

Objectives:

1. Discuss and reflect on the teacher's performance during the first portion of the year
2. Revisit Professional Growth Plan and update/revise if necessary
3. Revisit Student Learning Objectives and update/revise if necessary

Conversation Agenda:

Introduction and Overview

- Review conference objectives
- Discuss teacher questions and/or concerns
- Share completed Mid-Year Conference Form (use revised form on RIDE's website)

Revisit Student Learning Objectives

- Ask the teacher to reflect on his/her practice this school year and the impact he or she is having on student learning
- Discuss student learning data and teacher progress toward meeting Student Learning Objectives
- Review any needed revisions to Student Learning Objectives and discuss revision timeline

Revisit Professional Growth Plan

- Briefly review progress on Professional Growth Plan and related benchmark data
- Identify revisions to goals and activities to promote teacher growth, if necessary
- If the educator is in danger of being rated "ineffective" or "developing" you must ensure that the goals and benchmarks are appropriate and targeted on areas for development

Review Professional Practice and Professional Foundations

- Share comments from Mid-Year Conference Form

Closing and Follow-up

- Review any specific follow-up that you identified during the conversation
- If appropriate, discuss upcoming announced observation

END-OF-YEAR CONFERENCE

Objectives:

1. Review Professional Growth Plan
2. Discuss Summative Feedback on Professional Practice, Professional Foundations, and Student Learning
3. Discuss/Review Final Effectiveness Rating
4. Plan ahead for next year-discuss potential goals, professional development, and Student Learning Objectives

Conversation Agenda:

Introduction and Overview

- Review conference objectives
- Discuss teacher's questions and/or concerns

Professional Growth Plan

- Discuss and reflect on Professional Growth Plan and related data
- Based on all available evidence, what are the teacher's strengths and areas for development?

Student Learning Objectives

- Review Student Learning Objectives
- Review data and discuss attainment of individual Student Learning Objectives
- Discuss the Student Learning Objective process, in particular:
 - What did the teacher learn about the teaching and learning through the process of setting and monitoring Student Learning Objectives?
 - What did the teacher learn about their practice through the process of setting and monitoring Student Learning Objectives?
 - What might the teacher do differently next year, based upon their Student Learning Objective results?
 - Share the overall Student Learning Objective rating, along with any rationale and summative feedback

Professional Practice and Professional Foundations

- Share the overall PP and PR ratings, along with any rationale and summative feedback

Final Effectiveness Rating and Follow-up

- Discuss the overall Final Effectiveness rating
- Discuss potential goals, personal professional development plans and Student Learning Objectives for the year ahead

NOTE: If Student Learning Objective data is not available at the time of the End-of-Year Conference, the evaluator should still share the overall Professional Practice and Professional Foundations ratings. Once the Student Learning Objective data is available the overall Student Learning rating and the final effectiveness rating can be calculated and shared.

This page intentionally left blank

Appendix 2: Assessment Quality Guidance

The Assessment Quality Guidance can be used when selecting or creating an assessment. These criteria are some of the most important aspects of an assessment to consider. Some of the criteria are inherent to the assessment (e.g., the purpose), while others relate to an educator's use of the assessment (e.g., the scoring process).

Assessment Quality Guidance

High Quality	<ul style="list-style-type: none"> Assessment purpose is aligned to its intended use Measures what is intended Items represent a variety of DOK levels Sufficient number of items to reliably assess content At least one very challenging item Grade level appropriate Scoring is objective (includes scoring guides), and uses a collaborative scoring process Extends and deepens understanding of each student's current level of achievement
Moderate Quality	<ul style="list-style-type: none"> Assessment purpose is loosely aligned to its intended use Mostly measures what is intended Items represent 2 or 3 levels of DOK Insufficient number of items to reliably assess content Grade level appropriate Scoring may include scoring guides to decrease subjectivity, and/or may include collaborative scoring
Low Quality	<ul style="list-style-type: none"> Assessment purpose is not aligned to its intended use Does not measure what is intended Items represent only 1 level of Depth of Knowledge (DOK)* Insufficient number of items to reliably assess content Not grade level appropriate Scoring is open to subjectivity, and/or not collaboratively scored

*DOK refers to Webb's (2002) Depth of Knowledge Framework, which includes four levels of cognitive demand: Level 1: Recall, Level 2: Skill/Concept, Level 3: Strategic Thinking, Level 4: Extended Thinking. See CAS Criteria & Guidance p. 15.

This page intentionally left blank

Appendix 3:

Student Learning Objective Scoring Lookup Tables

Table 1. For the educator with 2 Student Learning Objectives

	Student Learning Objective 1	Student Learning Objective 2	Final
1	Exceeded	Exceeded	E
2	Exceeded	Met	F
3	Exceeded	Nearly Met	P
4	Exceeded	Not Met	P
5	Met	Met	F
6	Met	Nearly Met	P
7	Met	Not Met	P
8	Nearly Met	Nearly Met	P
9	Nearly Met	Not Met	M
10	Not Met	Not Met	M

Table 2. For the educator with 3 Student Learning Objectives

	Student Learning Objective 1	Student Learning Objective 2	Student Learning Objective 3	Final
1	Exceeded	Exceeded	Exceeded	E
2	Exceeded	Exceeded	Met	E
3	Exceeded	Exceeded	Nearly Met	F
4	Exceeded	Exceeded	Not Met	P
5	Exceeded	Met	Met	F
6	Exceeded	Met	Nearly Met	F
7	Exceeded	Met	Not Met	P
8	Exceeded	Nearly Met	Nearly Met	P
9	Exceeded	Nearly Met	Not Met	P
10	Exceeded	Not Met	Not Met	M
11	Met	Met	Met	F
12	Met	Met	Nearly Met	P
13	Met	Met	Not Met	P
14	Met	Nearly Met	Nearly Met	P
15	Met	Nearly Met	Not Met	P
16	Met	Not Met	Not Met	M
17	Nearly Met	Nearly Met	Nearly Met	P
18	Nearly Met	Nearly Met	Not Met	P
19	Nearly Met	Not Met	Not Met	M
20	Not Met	Not Met	Not Met	M

Table 3. For the educator with 4 Student Learning Objectives

	STUDENT LEARNING OBJECTIVE 1	STUDENT LEARNING OBJECTIVE 2	STUDENT LEARNING OBJECTIVE 3	STUDENT LEARNING OBJECTIVE 4	Final
1	Exceeded	Exceeded	Exceeded	Exceeded	E
2	Exceeded	Exceeded	Exceeded	Met	E
3	Exceeded	Exceeded	Exceeded	Nearly Met	F
4	Exceeded	Exceeded	Exceeded	Not Met	F
5	Exceeded	Exceeded	Met	Met	F
6	Exceeded	Exceeded	Met	Nearly Met	F
7	Exceeded	Exceeded	Met	Not Met	P
8	Exceeded	Exceeded	Nearly Met	Nearly Met	P
9	Exceeded	Exceeded	Nearly Met	Not Met	P
10	Exceeded	Exceeded	Not Met	Not Met	P
11	Exceeded	Met	Met	Met	F
12	Exceeded	Met	Met	Nearly Met	F
13	Exceeded	Met	Met	Not Met	P
14	Exceeded	Met	Nearly Met	Nearly Met	P
15	Exceeded	Met	Nearly Met	Not Met	P
16	Exceeded	Met	Not Met	Not Met	P
17	Exceeded	Nearly Met	Nearly Met	Nearly Met	P
18	Exceeded	Nearly Met	Nearly Met	Not Met	P
19	Exceeded	Nearly Met	Not Met	Not Met	M
20	Exceeded	Not Met	Not Met	Not Met	M
21	Met	Met	Met	Met	F
22	Met	Met	Met	Nearly Met	F
23	Met	Met	Met	Not Met	P
24	Met	Met	Nearly Met	Nearly Met	P
25	Met	Met	Nearly Met	Not Met	P
26	Met	Met	Not Met	Not Met	P
27	Met	Nearly Met	Nearly Met	Nearly Met	P
28	Met	Nearly Met	Nearly Met	Not Met	P
29	Met	Nearly Met	Not Met	Not Met	M
30	Met	Not Met	Not Met	Not Met	M
31	Nearly Met	Nearly Met	Nearly Met	Nearly Met	P
32	Nearly Met	Nearly Met	Nearly Met	Not Met	P
33	Nearly Met	Nearly Met	Not Met	Not Met	M
34	Nearly Met	Not Met	Not Met	Not Met	M
35	Not Met	Not Met	Not Met	Not Met	M

This page intentionally left blank

Appendix 4: Teacher Professional Practice Rubric

THE FRAMEWORK AT A GLANCE

DOMAIN 2: THE CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION
<p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Teacher interactions with students, including both words and actions Student interactions with other students, including both words and actions <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> Importance of the content and of learning Expectations for learning and achievement Student pride in work <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties <p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> Expectations Monitoring of student behavior Response to student misbehavior 	<p>3a: Communicating with Students</p> <ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language <p>3b: Using Questioning/Prompts and Discussion Techniques</p> <ul style="list-style-type: none"> Quality of questions/prompts Discussion techniques Student participation Student participation <p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> Activities and assignments Grouping of students Instructional materials and resources Structure and pacing <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring progress Lesson adjustment



DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Teaching depends, fundamentally, on the quality of relationships among individuals. Teachers must manage relationships with students and must ensure that relationships among students are positive and supportive. Verbal and nonverbal behavior and patterns of interactions contribute to the overall tone of the class. In a respectful environment, all students feel valued and safe, encouraging them to take intellectual risks.

The elements of component 2a are:

- **Teacher interactions with students, including both words and actions**
 - A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they care about their students.
- **Student interactions with other students, including both words and actions**
 - How students treat each other is as important as how teachers treat students – and arguably, for students, even more important. At its worst, poor treatment results in bullying, which can poison the environment of an entire school. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. It's the teacher's responsibility to model and teach students how to engage in respectful interactions with one another.

Indicators include:

- Respectful talk and turn-taking
- Attention to students' background and lives outside of the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness and dignity
- Encouragement
- Active listening
- Fairness



Component 2a: Creating an Environment of Respect and Rapport

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.	<p>In addition to the characteristics of a level of performance 3,</p> <ul style="list-style-type: none"> Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct towards classmates. There is no disrespectful behavior among students. The teacher's response to a student's incorrect response respects the student's dignity. 	<ul style="list-style-type: none"> Teacher inquires about a student's soccer game last weekend Students say "Shhh" to classmates while the teacher or another student is speaking. Students clap enthusiastically for one another's presentations for a job well done. The teacher says: "That's an interesting idea, Student J, but you're 'forgetting....'" And others...
3	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	<ul style="list-style-type: none"> Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes superficial connections with individual students. 	<ul style="list-style-type: none"> Teacher greets students by name as they enter the class or during the lesson. The teacher gets on the same level with students, such as kneeling beside a student working at a desk. Students attend fully to what the teacher is saying. Students wait for classmates to finish speaking before beginning to talk. Students applaud politely following a classmate's presentation to the class. Students help each other and accept help from each other. Teacher and students use courtesies such as please/thank you, excuse me. Teacher says: "Don't talk that way to your classmates" and the insults stop. And others...
2	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	<ul style="list-style-type: none"> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. 	<ul style="list-style-type: none"> Students attend passively to the teacher, but tend talk, pass notes, etc. when other students are talking. A few students do not engage with others in the classroom, even when put together in small groups. Students applaud half-heartedly following a classmate's presentation to the class. Teacher says: "Don't talk that way to your classmates" but student shrugs his/her shoulders
1	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not respond to disrespectful behavior.	<ul style="list-style-type: none"> Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities. 	<ul style="list-style-type: none"> A student slumps in his/her chair following a comment by the teacher. Students roll their eyes at a classmate's idea; the teacher does not respond. Many students talk when the teacher and other students are talking; the teacher does not correct them. Some students refuse to work with other students. Teacher does not call students by their names. I agree about the sequence; let's do this on the next pass.



DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2b: Establishing a Culture for Learning

“A culture for learning” refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both students and teacher. It describes the norms that govern interactions among individuals about the activities and assignments, the look of the classroom and the general tone of the class. A classroom with a strong culture for learning is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students, and the classroom is a place where the teacher and students value learning and hard work.

The elements of component 2b are:

- **Importance of the content and of learning**
 - In a classroom with a strong culture for learning, teachers convey the essential importance of what the students are learning.
- **Expectations for learning and achievement**
 - In classrooms with robust cultures for learning, all students receive the message that while the work is challenging, they are capable of achieving it if they are prepared to work hard.
- **Student pride in work**
 - When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. They may undertake revisions on their own, or show a visitor a recent paper or project they have produced.

Indicators include:

- Belief in the value of the work
- Expectations are high and supported through both verbal and nonverbal behaviors
- Quality is expected and recognized
- Effort and persistence are expected and recognized
- Confidence in ability is evidenced by teacher’s and students’ language and behaviors
- Expectation for all students to participate



Component 2b: Establishing a Culture for Learning

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.	<p>In addition to the characteristics of a level 3 of performance 3,</p> <ul style="list-style-type: none"> The teacher communicates a genuine passion for the subject. Students indicate that they are not satisfied unless they have complete understanding. Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. Students recognize the efforts of their classmates. Students take initiative in improving the quality of their work. 	<ul style="list-style-type: none"> The teacher says, "It's really fun to find the patterns for factoring polynomials." Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation. Students question one another on answers A student asks the teacher whether s/he can redo a piece of work since s/he now sees how it could be strengthened. Students work even when the teacher isn't working with them or directing their efforts. And others...
3	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	<ul style="list-style-type: none"> The teacher communicates the importance of learning and that with hard work all students can be successful in it. The teacher demonstrates a high regard for student abilities. The teacher expects student effort and recognizes it. Students put forth good effort to complete work of high quality. 	<ul style="list-style-type: none"> The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." The teacher says, "This idea is really important! It's central to our understanding of history." The teacher says, "Let's work on this together. It's hard, but you all will be able to do it well." The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint. Students get to work right when an assignment is given or after entering the room. And others...
2	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	<ul style="list-style-type: none"> The teacher's energy for the work is neutral, indicating neither a high level of commitment nor "blowing it off." The teacher conveys high expectations for only some students. Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. Many students indicate that they are looking for an easy path to completing the work. 	<ul style="list-style-type: none"> The teacher says, "Let's get through this." The teacher says, "I think most of you will be able to do this." Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking. The teacher does not encourage students who are struggling. Some students get to work after an assignment is given or after entering the room. And others...
1	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	<ul style="list-style-type: none"> The teacher conveys that the reasons for the work are external. The teacher conveys to at least some students that the work is too challenging for them. The teacher trivializes the learning goals and assignments. Students exhibit little or no pride in their work. Class time is devoted more to socializing than to learning 	<ul style="list-style-type: none"> The teacher tells students that they're doing a lesson because it's on the test; in the book, or is district- directed. The teacher says to a student, "Why don't you try this easier problem?" Students turn in sloppy or incomplete work. Students don't engage in work and the teacher ignores it. Students have not completed their homework and the teacher does not respond Almost all of the activities are busy work.



DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers who demonstrate strengths in this component establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that students work productively in instructional groups even when not under the direct supervision of the teacher, non-instructional tasks are completed efficiently, and management of transitions between activities and of materials and supplies is skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.” At the highest level of performance, the students themselves contribute to the use of these routines.

The elements of component 2c are:

- **Management of instructional groups**
 - Much work in classrooms occurs in small groups; small-group work enables students to work with their classmates, to discuss possible approaches to a problem, and to benefit from one another’s thinking. But students cannot be expected to automatically know how to work productively in small groups. These skills, like others, must be taught, and in a well-run classroom, students are able to work independently in groups, with little supervision from the teacher.
Note: Grouping of students is also an element for **3c: Engaging Students in Learning**. In that component, however, the focus is on use of student groups to maximize student engagement in learning. In other words, 3c deals with the nature of what students are doing in the small group; this component centers on the procedures students have been taught for working productively independent of direct teacher supervision.
- **Management of transitions**
 - Many lessons engage students in different types of activities – large group, small group, independent work – and in a well-run classroom transitions between these different activities and grouping patterns proceed easily and smoothly. Little time is lost as students move from one activity to another; they know the drill and execute it seamlessly.
- **Management of materials and supplies**
 - A clear indication of a teacher’s skill lies in the procedures for the distribution and collection of materials; experienced teachers have all necessary materials at hand, and have taught students to implement with a minimum of disruption to the flow of instruction.
- **Performance of non-instructional duties**
 - Accomplished teachers are masters of multitasking; they take attendance, for example, while students are beginning a task that has been written on the board. Furthermore, where appropriate, students themselves contribute to the design and execution of routines for other non-instructional matters, such as the lunch count or the return of permission slips for a class trip. Overall, little instructional time is lost in activities.

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students know what to do, where to move



Component 2c: Managing Classroom Procedures

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	<p>In addition to the characteristics of a level of performance 3,</p> <ul style="list-style-type: none"> Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently 	<ul style="list-style-type: none"> Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. A student reminds classmates of the roles that they are to play within the group. A student redirects a classmate to the table s/he should be at following a transition. Students propose an improved attention signal. Students independently check themselves into class on the attendance board. And others...
3	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistently successful. With minimal guidance and prompting, students follow established classroom routines.	<ul style="list-style-type: none"> The students are productively engaged during small-group work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. 	<ul style="list-style-type: none"> Students get started on an activity while the teacher takes attendance. Students move smoothly between large- and small-group activities. The teacher has an established timing device, such as counting down, to signal students to return to their desks. Teacher has an established attention signal, such as raising a hand or dimming the lights. One member of each small group collects materials for the table. There is an established color-coded system indicating where materials should be stored. In small-group work, students have established roles; they listen to one another, summarize different views, etc. Clean-up at the end of a lesson is fast and efficient. And others...
2	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	<ul style="list-style-type: none"> Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough. Small groups are only partially engaged while not working directly with the teacher. Classroom routines function unevenly. 	<ul style="list-style-type: none"> Some students not working with the teacher are off task. Transition between large- and small-group activities requires five minutes, but it is accomplished. Students ask what they are to do when materials are being distributed or collected. Students ask some clarifying questions about procedures. Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. And others...
1	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	<ul style="list-style-type: none"> Students not working with the teacher are not productively engaged or are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic. 	<ul style="list-style-type: none"> When moving into small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc. There are long lines for materials and supplies or distributing supplies is time-consuming. Students bump into one another while lining up or sharpening pencils. Roll-taking consumes much time at the beginning of the lesson and students are not working on anything else in the meantime. And others...



DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

The elements of component 2d are:

- **Expectations**
 - It is clear, either from what the teacher says or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.
- **Monitoring of student behavior**
 - Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.
- **Response to student misbehavior**
 - Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill and provides students with an indication of how seriously the teacher takes the behavior standards. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in such a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Fairness
- Absence of misbehavior



Component 2d: Managing Student Behavior

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs, respects student dignity.	<p>In addition to the characteristics of a level of performance 3,</p> <ul style="list-style-type: none"> Student behavior is entirely appropriate; there is no evidence of student misbehavior. The teacher monitors student behavior without speaking, just moving about the classroom. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct. 	<ul style="list-style-type: none"> A student suggests a revision in one of the classroom rules. The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops. The teacher asks to speak to a student privately about misbehavior. A student reminds his/her classmates of the class rule about chewing gum. And others...
3	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. The teacher's response to student misbehavior is consistent, appropriate and respectful to students, and effective.	<ul style="list-style-type: none"> Standards of conduct have been established. Student behavior is generally appropriate. The teacher frequently monitors student behavior. The teacher's response to student misbehavior is effective. The teacher acknowledges good behavior. 	<ul style="list-style-type: none"> Upon a non-verbal signal from the teacher, students correct their behavior. The teacher moves to every section of the classroom, keeping a close eye on student behavior. The teacher gives a student a hard look, and the student stops talking to his/her neighbor. And others...
2	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	<ul style="list-style-type: none"> The teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent; sometimes very harsh, other times lenient. 	<ul style="list-style-type: none"> Classroom rules are posted, but neither teacher nor students refer to them. The teacher repeatedly asks students to take their seats; some ignore him/her. To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." And others...
1	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to student misbehavior is repressive, or disrespectful of student dignity.	<ul style="list-style-type: none"> The classroom environment is chaotic, with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness. When the teacher notices student misbehavior, s/he appears helpless to do anything about it. 	<ul style="list-style-type: none"> Students are talking among themselves, with no attempt by the teacher to silence them. An object flies through the air without the teacher appearing to notice. Students are running around the room, resulting in chaos. Students are using their phones and other electronics; the teacher doesn't do anything And others...



DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to student interests and prior knowledge. The teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. The teacher presents complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a are:

- **Expectations for learning**
 - Classrooms are business-like places, with important work taking place. This is not to suggest that they are somber; indeed, they may be joyful, but still business-like. The goals for learning are communicated clearly to students. Even if these goals are not conveyed at the outset of a lesson (for example, during an inquiry lesson in science), by the end of the lesson students are clear about what they have been learning.
- **Directions and procedures**
 - Students must be clear about what they are expected to do during a lesson, particularly if they are working independently or with classmates without direct teacher supervision. Directions and procedures for the lesson activities may be provided orally, in writing, or in some combination of the two. Some teachers use a board or projection device to good effect; students can refer to it without requiring the teacher's attention.
- **Explanations of content**
 - Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to student interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.
- **Use of oral and written language**
 - For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.

Indicators include:

- Clarity of lesson purpose
- Absence of content errors and clear explanations of concepts
- Clear directions and procedures
- Correct and imaginative use of language



Component 3a: Communicating with Students

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with student interests. Students contribute to extending the content and explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.	In addition to the characteristics of a level of performance 3, <ul style="list-style-type: none"> The teacher points out possible areas for misunderstanding. The teacher explains content clearly, using metaphors and analogies to bring content to life. All students seem to understand the presentation. The teacher invites students to explain the content to the class or to a small group of classmates. The teacher uses rich language and offers brief vocabulary lessons where appropriate. 	<ul style="list-style-type: none"> The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully." The teacher asks a student to explain the task to other students. When needed, a student offers clarification about the learning task to classmates. The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the temperature of water in a hose that has been sitting in the sun. The teacher says, "Who would like to explain this idea to us?" The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in-, as in inequality, means "not," and the prefix un- also means the same thing. And others...
3	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. The teacher's explanation of content is well scaffolded, clear and accurate, and connects with student knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	<ul style="list-style-type: none"> The teacher states clearly, at some point during the lesson, what the students are learning. If appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do. The teacher makes no content errors. Teacher's explanation of content is clear, and invites student participation and thinking. Vocabulary and usage are correct and completely suited to the lesson. Vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> "By the end of today's lesson, you're all going to be able to factor different types of polynomials." During a presentation of content, the teacher asks of students, "Can anyone think of an example of that?" The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention. And others...
2	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, while other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. The teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to students' ages or backgrounds.	<ul style="list-style-type: none"> The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. Teacher must clarify the learning task so students can complete it. The teacher makes no serious content errors, but may make a minor error. The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. Vocabulary and usage are correct but unimaginative. Vocabulary is too advanced or juvenile for the students. 	<ul style="list-style-type: none"> The teacher mispronounces the word phonemes. The teacher says, "And oh, by the way, today we're going to factor polynomials." A student asks, "What are we supposed to be doing?" and the teacher clarifies the task. Students ask "What do I write here?" in order to complete a task. The teacher says, "Watch me while I show you how to solve the equation" with students asked only to listen. A number of students do not seem to be following the explanation. Students are inattentive during the teacher's explanation of content. And others...
1	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	<ul style="list-style-type: none"> At no time during the lesson does the teacher convey to the students what they will be learning. Students indicate through their questions that they are confused as to the learning task. The teacher makes a serious content error that will affect student understanding of the lesson. Students indicate through body language or questions that they don't understand the content being presented. The teacher's communications include errors of vocabulary or usage. Vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> A student asks: "What are we supposed to be doing?" but the teacher ignores the question. The teacher states that to add fractions, they must have the same numerator. Students have a quizzical look on their faces; some may withdraw from the lesson. Students become disruptive, or talk among themselves in an effort to follow the lesson. The teacher uses technical terms without explaining their meanings. The teacher uses the word ain't. Most students ask what they are to do or look around for clues from others. And others...



DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning/Prompts and Discussion Techniques

Questioning and discussion is the only instructional strategies specifically referred to in the Framework for Teaching; this reflects their central importance to teachers' practice. In the framework, questioning and discussion are used as techniques to deepen student understanding, rather than serving merely as recitation, or a verbal "quiz." Good questions use divergent, as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions to which they do not know the answers. Asking questions, even when the question has a limited number of correct responses, is likely to promote student thinking. Effective questioning and discussion techniques lead to animated class discussions that engage all students in considering important issues and in using their own language to deepen and extend their understanding. Discussions may be based around questions formulated by the students themselves.

Not all questions must be at a high cognitive level on order for a teacher's performance to be rated at a high level; however, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is on board. Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In lessons involving small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.

In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

The elements of component 3b are:

- **Quality of questions/prompts**
 - Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal review. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen student understanding.
- **Discussion techniques**
 - Some teachers report that "we discussed x" when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as explanation is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and also enables students to engage in discussion directly with one another, not always mediated by the teacher.
- **Student participation**
 - In some classes a few students tend to dominate the discussion,; other students, recognizing this pattern, hold back their contributions. Experienced teachers use a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion with the teacher steps out of the central, mediating role
- High levels of student participation in discussion



Component 3b: Using Questioning/Prompts and Discussion Techniques

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	In addition to the characteristics of a level of performance 3, <ul style="list-style-type: none"> Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion. 	<ul style="list-style-type: none"> A student asks, "How many ways are there to get this answer?" A student says to a classmate, "I don't think I agree with you on this, because..." A student asks other students, "Does anyone have another idea as to how we might figure this out?" A student asks "What if...?" And others...
3	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	<ul style="list-style-type: none"> The teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. The teacher makes effective use of wait time. The teacher builds on and uses student responses to questions effectively. Discussions enable students to talk to one another, without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. 	<ul style="list-style-type: none"> The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" The teacher uses plural the form in asking questions, such as, "What are some things you think might contribute to...?" The teacher asks, "Student M, can you comment on Student T's idea?" and Student M responds directly to Student T. The teacher asks a question and asks every student to write a brief response and share it with a partner; the teacher then invites a few students to offer their ideas to the entire class. And others....
2	The teacher's questions lead students along a single path of inquiry, with answers seemingly determined in advance. Or the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	<ul style="list-style-type: none"> The teacher frames some questions designed to promote student thinking, but only a few students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion. 	<ul style="list-style-type: none"> Many questions are of the "recitation" type, such as, "How many members of the House of Representatives are there?" In a lesson on plot structure in a Dickens novel, the teacher asks, "Where was Shakespeare born?" The teacher asks, "Who has an idea about this?" but the same three students offer comments. The teacher asks, "Student M, can you comment on Student T's idea?" but Student M does not respond, or makes a comment directly to the teacher. And others...
1	The teacher's questions are of low cognitive challenge, with single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	<ul style="list-style-type: none"> Questions are rapid-fire, and convergent, with single correct answers. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion. 	<ul style="list-style-type: none"> All questions are of the "recitation" type, such as, "What is 3 x 4?" The teacher asks a question for which the answer is on the board; students respond by reading it. The teacher only calls on students who have their hands up. And others...



DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive important learning from their own actions. A critical question for an observer in determining the degree of student engagement is, “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, has done or has planned.

The elements of component 3c are:

- **Activities and assignments**
 - The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are those that require student thinking, that emphasize depth over breadth, and that may allow students to exercise some choice.
- **Grouping of students**
 - How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly. Whatever the arrangement, skilled teachers decide it purposefully.
Note: Grouping of students is also an element for **2c: Managing Classroom Procedures**. In that component, however, the focus is on the procedures students have been taught for working independently of teacher supervision; this component, on the other hand, centers on the use of student groups to maximize student engagement in learning.
- **Instructional materials and resources**
 - The instructional materials a teacher selects to use in the classroom can have an enormous impact on student experience. While some teachers are obliged to use a school or district’s officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.
- **Structure and pacing**
 - Neither adults nor students like to be either bored or rushed in completing a task. Keeping things moving within a well-defined structure is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively “working”, rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection



Component 3c: Engaging Students in Learning

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.	In addition to the characteristics of a level of performance 3, <ul style="list-style-type: none"> Virtually all students are highly engaged in the lesson. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks. Students suggest modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. 	<ul style="list-style-type: none"> Students are asked to write an essay "in the style of Hemmingway." A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. Students identify or create their own learning materials. Students summarize their learning from the lesson. And others...
3	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	<ul style="list-style-type: none"> Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. There is a clear beginning, middle, and end to the lesson. The lesson is neither rushed nor does it drag. Five students (out of 27) are playing video games, texting, etc. And others...
2	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged.	<ul style="list-style-type: none"> Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Student engagement with the content is largely passive, learning primarily facts or procedures. Students have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. The pacing of the lesson is uneven; it is suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> In three of the five small groups, students are figuring out an answer to the assigned problem. Students are asked to fill in a worksheet, following an established procedure. There is a recognizable beginning, middle, and end to the lesson. The teacher lectures for 20 minutes, and provides 15 minutes for the students to write an essay; most students are able to complete it during this time. And others...
1	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The lesson is too slow or rushed. Few students are intellectually engaged or interested.	<ul style="list-style-type: none"> Few students are intellectually engaged in the lesson. Learning tasks require only recall or have a single correct response or method. The materials used ask students only to perform rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. 	<ul style="list-style-type: none"> Most students are playing video games during the lesson. Students are able to fill out the lesson worksheet by copying words from the board. The teacher lectures for 45 minutes. Most students don't have time to complete the assignment, but the teacher moves on in the lesson anyways. And others...



DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Assessment of student learning plays an important role in instruction; it no longer signals the end of instruction; but is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intended) assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on the pulse of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Although a teacher's actions in monitoring student learning may superficially look the same as those for monitoring student behavior, monitoring learning has a fundamentally different purpose. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but the purpose in doing so is quite different in each situation.

On the surface, questions asked of students to monitor learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically meant to elicit the extent of student understanding, and they use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students to monitor their own learning against clear standards (and actually teaching them the necessary skills to do so) is demonstrated by teachers at high levels of performance in this component.

In addition to monitoring of student learning and providing feedback to students, a teacher's skill is greatly strengthened by the capacity to make mid-course corrections when needed, to seize on a teachable moment or enlist students' particular interests to enrich an explanation.

The elements of component 3d are:

- **Assessment Criteria**
 - Teachers can't incorporate assessment strategies into their teaching, nor can students monitor their own learning, if the criteria for assessment are not clear to teachers and publicly known by students. At its highest level, students themselves have had a hand in articulating the criteria (for example, a clear oral presentation).
- **Monitoring of student learning**
 - A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after carefully planning, skilled teachers use a variety of techniques to weave the monitoring of student learning seamlessly into the lesson.
- **Feedback to students**
 - Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.
- **Student self-assessment and monitoring of progress**
 - The culmination of student assumption of responsibility for learning is monitoring their own learning and taking appropriate action. Of course, students can do this only if the criteria for learning are clear and if they have been taught the skills of checking their work against those criteria.
- **Lesson adjustment**
 - Experienced teachers are able to make both minor and (when needed) major mid-course corrections or adjustments to a lesson. Such adjustments depend on a teacher's store of alternate instructional strategies, and his or her confidence to make a shift when needed.

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing questions specifically created to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)



Component 3d: Using Assessment in Instruction

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings.	In addition to the characteristics of a level of performance 3, <ul style="list-style-type: none"> There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous; the teacher is constantly taking the class's pulse. The teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is provided from many sources, including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. The teacher's adjustments to the lesson are designed to assist individual students. 	<ul style="list-style-type: none"> The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. While students are working, the teacher circulates and provides specific feedback to individual students. The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding Students offer feedback to their classmates on their work. Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved. And others...
3	Assessment is regularly used during instruction through teacher and/or student monitoring of progress of learning, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions / prompts / assessments are used to diagnose learning, and adjustment to instruction is made to address student misunderstandings.	<ul style="list-style-type: none"> Students indicate that they clearly understand the characteristics of high-quality work. Feedback includes specific and timely guidance on how students can improve their performance. The teacher elicits evidence of individual student understanding during the lesson, for at least some groups of students. Students are invited to assess their own work and make improvements. When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<ul style="list-style-type: none"> The teacher circulates during small-group or independent work, offering suggestions to groups of students. The teacher uses a specifically formulated question to elicit evidence of student understanding. The teacher asks students to look over their papers to correct their errors. And others...
2	Assessment is sporadically used to support instruction through some teacher and/or student monitoring of progress of learning. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions / prompts / assessments are rarely used to diagnose evidence of learning. Adjustment of the lesson in response to the assessment is minimal or ineffective.	<ul style="list-style-type: none"> There is little evidence that the students understand how their work will be evaluated. The teacher monitors understanding through a single method, or without ensuring that all students understand. The teacher requests global indications of student understanding. Feedback to students is not uniformly specific, not oriented toward future improvement of work. The teacher makes only minor attempts to engage students in self- or peer-assessment. The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> The teacher asks, "Does anyone have a question?" When a student completes a problem on the board, the teacher corrects the student's work without explaining why. After receiving a correct response from one student, the teacher continues without ascertaining whether all students understand the concept. And others...
1	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. There is no attempt to adjust the lesson as a result of assessment.	<ul style="list-style-type: none"> The teacher gives no indication of what high-quality work looks like. Assessment is used only for grading. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work. The teacher makes no attempt to adjust the lesson based on student confusion. 	<ul style="list-style-type: none"> A student asks, "How is this assignment going to be graded?" A student asks, "Does this quiz count towards my grade?" The teacher forges ahead with a presentation without checking for understanding. The teacher says, "Good job, everyone." And others...



SUBLICENSE AGREEMENT

Outcomes Associates, Inc. ("OAI"), through its licensee, Teachscape, Inc., grants to the individual ("You") accepting this Sublicense Agreement (the "Agreement") a non-exclusive license to use, for the purposes of the professional development of teachers in the school districts in Your state only, this Complete Framework for Teaching Instrument in PDF format (the "CFTI"). OAI shall own and retain all right, title and interest in and to the CFTI.

You shall not, and shall not permit any third party to: (i) copy, modify, adapt, alter, translate, or create derivative works from the CFTI, except You may make minor modifications for Your use that are required to meet the conditions in Your school, district or state; (ii) merge the CFTI with software or other content, whether online or otherwise, or integrate or incorporate any portions of the CFTI with any other publication, software, database or other content or work in respect of which a copyright could be sought; (iii) sell, lease, rent, loan, or otherwise transfer the CFTI (or access to the CFTI) to any third party for commercial use; (iv) remove or alter any notices in the CFTI; or (v) copy the CFTI except as expressly permitted.

You agree to indemnify and hold harmless OAI and its officers, employees, representatives, affiliates and successors from and against any loss, liability, expense or damage incurred by any of them as a result of Your use of the CFTI or your failure to comply with Your obligations in this Agreement.

THE CFTI IS PROVIDED ON AN "AS IS" BASIS. OAI MAKES NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION, WARRANTIES OF MERCHANTABILITY, NONINFRINGEMENT, OR FITNESS FOR A PARTICULAR PURPOSE. OAI SHALL NOT BE LIABLE FOR ANY CLAIMS, LOSSES OR DAMAGES INCURRED BY YOU OR ANY OTHER INDIVIDUAL OR ENTITY, INCLUDING CLAIMS FOR LOST PROFITS OR ANY SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, EVEN IF IT HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES BEFOREHAND. Some jurisdictions do not allow the exclusion or limitation of liability for consequential or incidental damages. In such jurisdictions, our liability is limited to the greatest extent permitted by law, or \$10.00, whichever is less.

This Agreement shall be construed in accordance with the laws of the State of New York, without regard to any conflict of law provisions. OAI may assign its rights and delegate its obligations under this Agreement to any third party. None of the terms and conditions contained herein may be added to, modified, superseded or otherwise altered except by an instrument executed by OAI.

Danielson - PDF License Agreement - revised.doc
Agreement Version 1.0, November 2011



Appendix 5: Teacher Professional Foundations Rubric

THE RUBRIC AT A GLANCE		
DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	DOMAIN 2: PROFESSIONALISM	DOMAIN 3: PLANNING
<p>PF1: Understand and participates in school/district-based initiatives and activities</p> <ul style="list-style-type: none"> Knowledge of school and district initiatives and activities Involvement in school and district initiatives and activities <p>PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</p> <ul style="list-style-type: none"> Teacher interactions with parents Teacher interactions with colleagues Student or personnel records Grade books Specialist referrals 	<p>PF3: Acts on the belief that all students can learn and advocates for students' best interests</p> <ul style="list-style-type: none"> Teacher interactions with students Teacher interactions with parents Course offerings Support services offerings Student advocacy meetings or call notes After school support logs <p>PF 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</p> <ul style="list-style-type: none"> Teacher interactions with students Teacher interactions with colleagues Teacher interactions with parents or other community members <p>PF 5: Acts ethically and with integrity while following all school, district, and state policies</p> <ul style="list-style-type: none"> Required personnel file documentation of behavior Interactions with school leadership Interactions with colleagues <p>PF 6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators</p> <ul style="list-style-type: none"> Professional Growth Plans Involvement in district or school-sponsored professional development 	<p>PF 7: Plans effectively based on accurate knowledge of how children learn and develop</p> <ul style="list-style-type: none"> Lesson and unit plans Classroom materials and learning activities Assessments <p>PF 8: Uses data appropriately to plan instruction for a diverse group of learners</p> <ul style="list-style-type: none"> Lesson and unit plans Classroom materials and learning activities Assessments



PROFESSIONAL FOUNDATIONS DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF1: Understands and participates in school/district-based initiatives and activities

Beyond instruction, teachers are responsible for understanding new initiatives in the district and school. In addition, the professional educator engages meaningfully in activities and initiatives that support the efforts of other colleagues, show appreciation to community members and recognize the academic and non-academic accomplishments of students. Any activities that may support the operation of the school and advance the knowledge and skills of adults in the school community are taken seriously and, when appropriate, led by teachers.

ELEMENTS: Knowledge of school and district initiatives and activities • Involvement in school and district initiatives and activities

INDICATORS: Attendance at school or district activities • Leadership roles in a school or district activities • Contributions to school or district activities

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The teacher plays a leading role in the development or management of district and school initiatives and/or activities inside and outside of the classroom as well as those within the professional community of educators. The teacher has an awareness of the initiatives and activities led by his/her colleagues and support their work.	In addition to the criteria for “meets expectations”: <ul style="list-style-type: none"> The teacher shares information with colleagues about particular district or school initiatives. The teacher leads a district or school initiative or activity, if given the opportunity. 	<ul style="list-style-type: none"> The teacher shares information with colleagues about particular district or school initiatives. The teacher leads a district or school initiative or activity, if given the opportunity.
2	The teacher participates or has participated in the development or management of district and school initiatives and/or activities inside and outside of the classroom as well as those within the professional community of educators. The teacher has an awareness of the initiatives and activities led by his/her colleagues and supports their work.	<ul style="list-style-type: none"> The teacher can speak knowledgeably about current district or school initiatives and activities. The teacher attends school or district sponsored activities and participates in a constructive manner. The teacher actively volunteers to participate in school or district related activities. The teacher supports his or her colleagues when they lead activities. 	<ul style="list-style-type: none"> The teacher is aware of and has read recent communications from district leadership. The teacher attends a district-led information session The teacher volunteers to assist a colleague with a school or district activity or initiative. The teacher participates in a school- organized food drive by encouraging students to bring in canned goods.
1	The teacher does not demonstrate awareness of district or school initiatives and activities. The educator avoids participating in one or more activity or initiative and does not demonstrate supportive behavior toward the work of his/her colleagues.	<ul style="list-style-type: none"> When asked to support a district or school initiative, the teacher does not participate or participates in a non-constructive manner. The teacher does not demonstrate knowledge or demonstrates inaccurate knowledge of district initiatives and activities. 	<ul style="list-style-type: none"> When asked to attend a professional development session, the teacher is disengaged, does not complete the required work or is disruptive. The teacher does not read materials provided to him or her related to a district or school initiative. The teacher avoids assisting a colleague with a school or district activity when asked.



PROFESSIONAL FOUNDATIONS DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress.

A key responsibility of teachers is keeping accurate records relating to student behavior, learning needs and academic progress. Record keeping should include artifacts of student work, formative and summative checks on the students' progress, grade books, records and non-instructional interactions having to do with student behavior or social skills. This data must be collected and tracked in a systematic way, making it easy to find and communicate student progress to other colleagues, parents or the students themselves. When this is done well, the teacher, colleagues, students and the students' families are clear on how well students are doing in school.

ELEMENTS: Teacher interactions with parents • Teacher interactions with colleagues • Student or personnel records • Grade books • Specialist referrals
INDICATORS: Seeking information about students' past performance • Seeking information about students' challenges, learning disabilities, or other individual needs • Maintaining records of and referencing IEPs, 504 plans, PLPs or other ILPs • Communicating student academic progress to students and families • Communicating non-instructional information about students in a timely manner to parents and colleagues • Sharing information professionally

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The teacher goes above and beyond to ensure that students and their families understand how each student is performing. Materials are tailored to individual student and family needs and students systematically take part in tracking and communicating their progress to others. All data and records are accurate, up-to-date, and reflect input from a variety of sources, as necessary.	In addition to the criteria for "meets expectations," <ul style="list-style-type: none"> Students take the lead role in tracking and communicating their performance. Additional attempts are made to communicate student performance to colleagues and families. Student progress is communicated in a variety of ways. 	<ul style="list-style-type: none"> After reviewing answers to a quiz, students record their scores on a graph used to track their own progress and the graph is initialed by parents each week. Regular progress reports showing all assignment scores are sent home and return signed by a guardian; when they are not returned signed, the educator follows up with a call to the parents. The teacher meets with other grade level educators to compile a master list of missing assignments for a particular student that will be discussed during a conference with the student.
2	The teacher has a system for collecting and maintaining information about student progress academically and non-academically. The teacher regularly coordinates with grade-level or subject-matter colleagues, solicits appropriate information from parents, and uses this information to inform instruction. Records of student performance are accurate and up-to-date. Students and families have a clear understanding of the student's performance.	<ul style="list-style-type: none"> Student records are updated as appropriate. Students and parents are aware of the student's performance. The teacher uses student records as a means of regularly communicating progress to students. Parents understand how well their students are doing. 	<ul style="list-style-type: none"> The teacher maintains a comprehensive record of appropriate modifications and accommodations for students. The teacher has copies of required student accommodations on file. Grade books are updated weekly and students receive a regular report of their progress in the class. Students have copies of individual progress reports for their performance in the educator's class. Parents receive regular communications regarding student progress in addition to report cards.
1	Communication may not occur regularly with parents or colleagues. The teacher may assume information about student performance without seeking out actual records. Students do not have a clear understanding of their current performance.	<ul style="list-style-type: none"> Records of communications with parents or colleagues are incomplete or demonstrate inconsistent communication. The teacher is unaware of the required accommodations necessary for individual students or accommodations are not being made appropriately due to a lack of information. Student records are not accurate or up-to-date. 	<ul style="list-style-type: none"> Grade books have not been updated for several weeks. When asked, the teacher is unaware of which students require accommodations or the accommodations they receive. The teacher expresses concern about a student's continual lack of progress but reports not having contacted a parent to discuss it. Parents cannot articulate their student's progress or status.



PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF3: *Acts on the belief that all students can learn and advocates for students' best interests*

Fundamental to effective public education is the unwavering belief that all students, no matter what their circumstances, are capable of learning and worth the effort to ensure they succeed in their studies. Teachers who demonstrate a belief that all students can learn stop at nothing to provide educational opportunities for their students, look out for students health and safety, and advocate for community access to social service and other events and activities central to families' well-being.

ELEMENTS: Teacher interactions with students • Teacher interactions with parents • Course offerings • Support services offerings • Student advocacy meeting or call notes • After school support logs

INDICATORS: Addressing student needs beyond those of the traditional classroom • Advocating for student health services • Enforcement of individual learning plans and other developmental tracking tools • Communicating information about students' needs and available services to students and families • Holding oneself and colleagues accountable for all students' learning • Posting hallway and classroom messages indicating all students can learn

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The teacher pushes the school community to continuously increase academic learning and proficiency for all students. Teachers hold themselves accountable for all students' learning and development. Students with non-academic needs are identified and fully served through school or additional services. The teacher sets high academic goals and achieves them.	<p>In addition to the criteria for "meets expectations",</p> <ul style="list-style-type: none"> The teacher acts with purpose on the conviction that all students can learn with conviction and purpose and/or inspires others to act on the belief that all students can learn. The teacher frequently advocates for students' best interests with persistence and conviction, including students' individualized needs. 	<ul style="list-style-type: none"> The teacher has a shared sense of responsibility for students' learning. Students take pride in their learning and are able to focus on academic pursuits. The teacher expects students to achieve on or above grade-level. The teacher takes responsibility for students making up for learning not achieved in previous courses.
2	The teacher is focused on ensuring all students achieve their maximum potential. The teacher holds him or herself accountable for all students' learning and development. The teacher identifies students with non-academic needs and works to receive appropriate assistance from the school or additional services. The educator sets high academic goals for all students.	<ul style="list-style-type: none"> The teacher acts on the belief that all students can learn. The teacher advocates for students' best interests, including students' individualized needs. 	<ul style="list-style-type: none"> The teacher reports feeling responsible for student learning. The teacher expects each student to either achieve on grade level or learn at a pace of one academic year of growth per year. Students' basic needs are met. Students who demonstrate non-academic need receive appropriate services.
1	The teacher accepts less than full proficiency for all students and believes others are responsible for students' learning and development. Students with non-academic needs are not identified or they are not effectively assisted by the school or additional services. The teacher may believe some groups of students or individual students are unable to learn course material. The teacher does not set goals or sets low academic goals for some students.	<ul style="list-style-type: none"> The teacher infrequently and/or inappropriately advocates for students' best interests, including students' individualized needs. The teacher acts on the belief that only some students or groups of students can learn. 	<ul style="list-style-type: none"> Students who experience non-academic challenges suffer academically as a result. The teacher routinely allows some students to consistently fall far below grade level or fails to ensure that all students make appropriate academic progress. Parents or students are blamed for students' poor academic performance. The teacher believes s/he cannot be held accountable for student learning.



PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

Strong school community is characterized by mutual support and respect and by the recognition that all community members contribute to the school environment. Strong culture means educators have high expectations for themselves and others, maintain a commitment to physical and emotional safety, and ultimately support students, adults and stakeholders in realizing the mission and vision for the school.

ELEMENTS: Interactions with colleagues • Interactions with parents or other community members
INDICATORS: Respectful communication • Body language • Professional manner • Encouragement • Active listening • Clear and accessible written communications

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Interactions between the teacher and other adults reflect a high degree of respect. The teacher is admired by his or her colleagues and community members interact with him or her in a positive and respectful manner. The teacher models good leadership behaviors for students and colleagues.	<ul style="list-style-type: none"> In addition to criteria for “meets expectations”, Is often approached by colleagues to discuss work-related and non-related topics. Is respectful and supportive of colleagues in challenging times. Maintains a positive attitude in the face of challenges. Leads the development of a safe, supportive, collaborative culture, including the interaction between the school and the community. 	<ul style="list-style-type: none"> A variety of educators seek advice from him or her. The teacher convenes groups of educators to solve a problem. The teacher is a role model of respectful and direct interactions. Other educators seek counsel when they face difficult conversations.
2	Interactions between the teacher and other adults reflect a commitment to positivity. The teacher is respected by others and is supportive of other staff members. Community members feel comfortable speaking with the teacher.	<ul style="list-style-type: none"> Interactions between the teacher and other adults are uniformly respectful. Connections with colleagues are genuine and mutually sincere. The teacher cares about the success of his or her colleagues. Maintains a neutral to positive attitude in the face of challenges. The teacher works toward a safe, supportive, collaborative culture, including the interaction between the school and the community. Examines personal assumptions, values, beliefs, and practice to achieve the mission, vision, and goals for student learning. 	<ul style="list-style-type: none"> The teacher works well with all colleagues. The teacher greets colleagues and other adults by name. The teacher regularly communicates with families and establishes a sense of accessibility and openness.
1	Interactions between the teacher and other adults reflect some negativity. The teacher is not respected by others because he or she is unsupportive of other staff members. Community members do not feel comfortable speaking with the teacher.	<ul style="list-style-type: none"> The teacher communicates disrespectfully with his or her colleagues. In the face of challenges, the teacher is negative. The teacher fails to contribute or contributes inappropriately to the development of a safe, supportive, collaborative culture. 	<ul style="list-style-type: none"> The teacher refuses to work with some colleagues. The teacher does not call colleagues by their names. The teacher does not reply to colleague's emails or other communications.



PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF5: Acts ethically and with integrity while following all school, districts and state policies

Great teachers demonstrate professionalism by using sound professional judgment in all situations. They advocate for students' best interests, even if that means challenging traditional views. They follow school and district policies and procedures, but may suggest ways to update those that are out of date. Interactions with colleagues are always professional and reflect a high level of integrity. The teacher is trusted by others and commits to solving problems or addressing misunderstandings before they become a larger issue. In addition, the teacher intervenes on a student or colleague's behalf if they may be in danger or are being treated unfairly by their peers.

ELEMENTS: Required personnel file documentation of behavior • Interactions with school leadership • Interactions with colleagues

INDICATORS: Ethical behavior • Adherence to school, district and state policies • Advocacy

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Other educators look to the teacher as a role model who makes a concerted effort to challenge negative attitudes or practices and ensures that all students, particularly those traditionally underserved, are respected in the school. He or she complies fully with school or district policies, taking a leadership role in with colleagues, ensuring that such decisions are based on professional standards. The teacher interacts with students, colleagues, parents, and others in an ethical and professional manner that is fair and equitable.	In addition to the criteria for "meets expectations," the teacher: <ul style="list-style-type: none"> Is considered a leader in terms of honesty, integrity and confidentiality. Makes a concerted effort to ensure that opportunities are available for all students to be successful. Takes a leadership role in team and departmental decision making. Leads the development or revision of codes of professional conduct. 	<ul style="list-style-type: none"> The teacher notices when mistakes have been made on a student's progress report and ensure they are corrected. The teacher asks to meet directly with the principal when a misunderstanding arises between the two.
2	The teacher acts ethically and with integrity, whether in a situation related to his own conduct or the conduct of peers or students. The teacher complies with school and district policies. The educator interacts with students, colleagues, parents, and others in a professional manner that is fair and equitable.	<ul style="list-style-type: none"> The teacher acts ethically and makes decisions that reflect a strong moral code. The teacher develops and maintains an understanding of current state, district, and school policies and initiatives. The teacher maintains professional standards guided by legal and ethical principles. The teacher appropriately informs others regarding critical safety information. The teacher is guided by codes of conduct adopted by their professional organization. 	<ul style="list-style-type: none"> The teacher recognizes when he/she or a colleague has done something wrong and is committed to making it right. The teacher consults district/school/state policy handbooks when faced with a situation related to a district/school policy. If a student reports being in trouble outside of school, the educator makes this known to the proper authorities.
1	The teacher acts unethically or does not follow district/school/state policies.	<ul style="list-style-type: none"> The teacher may act unethically at times or makes decisions that do not reflect a strong moral code. The teacher demonstrates a lack of functional understanding of, or compliance with, current state, district, and school policies and initiatives. The teacher fails to consistently maintain professional standards guided by legal and ethical principles. 	<ul style="list-style-type: none"> The teacher lets wrongdoings go unaddressed. The teacher does not follow all school/district/state rules or expresses that policies should not apply to him/her. The teacher does not convey information about students to the proper administrator and authorities. The teacher is frequently late to school, late to meetings or does not come to work prepared.



PROFESSIONAL FOUNDATIONS DOMAIN 2: PROFESSIONALISM

PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning.

All professionals, especially educators, require continued development and growth to remain current in their field. Strong teachers are committed to lifelong learning and often rely on colleagues and other stakeholders to reflect on their practice, stay current with knowledge and skills and use this knowledge to improve. Students often provide the best feedback on practice and the best educators wisely use information from students to improve their practice and grow as a professional.

ELEMENTS: Professional Growth Plans • Involvement in district or school-sponsored professional development

INDICATORS: Collaboration with colleagues (seeks assistance and provides assistance to other educators) • Setting and working toward meaningful Professional Growth Goals • Taking advantage of available district/school resources to advance professional growth

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The teacher assumes responsibility for his or her own development, setting ambitious Professional Growth Goals aligned with the cutting edge of his/her discipline that will significantly advance his or her skills. The teacher regularly collaborates with colleagues, taking a leadership role and pushing everyone to improve their practice together. The teacher makes the most of all development opportunities, including those that are independent.	In addition to the criteria for “meets expectations,” the teacher: <ul style="list-style-type: none"> ▪ Fosters collaborative work among colleagues and challenges them to improve their own practice in order to improve outcomes for students ▪ Commits to learning about changes in his discipline ▪ Uses feedback from colleagues, students, families and other stakeholders to improve practice 	<ul style="list-style-type: none"> ▪ The teacher works with at least one other colleague to advance his or her professional growth ▪ The teacher regularly surveys students in the classroom and uses these results in tandem with student assessment results to improve instruction ▪ The teacher takes initiative to explore the application of new instructional approaches and strategies, including technology, and reflects on their effectiveness
2	The teacher aligns Professional Growth Goals to generally agree with best practices or recent developments in his/her discipline that will advance his or her skills. The teacher regularly collaborates with colleagues and uses them as a professional resource when possible.	<ul style="list-style-type: none"> ▪ The teacher works collaboratively with colleagues to examine educational practice, student work and student assessment results with the goal of improving instruction and achievement. ▪ The teacher engages in the professional development process by setting required growth goals. ▪ The teacher takes part in district or school sponsored development opportunities. ▪ Professional Growth Plans and professional development include opportunities to collaborate with other educators as appropriate. 	<ul style="list-style-type: none"> ▪ The teacher sets required professional growth goals and works toward their completion throughout the year. ▪ The teacher records participating in a Professional Learning Community with another staff member.
1	The teacher does not set growth goals or goals are superficial, unspecific or not aligned to appropriate areas of development. The teacher often works in isolation even when colleagues have reached out to include her in development opportunities.	<ul style="list-style-type: none"> ▪ The teacher does not work collaboratively with colleagues. ▪ The teacher does not select a meaningful goal or does not make an attempt to meet the professional growth goal. ▪ The teacher does not collaborate with colleagues to meet his or her professional growth goal. ▪ The teacher purposefully resists discussing performance with evaluators. 	<ul style="list-style-type: none"> ▪ The teacher’s Professional Growth Goal(s) is/are incomplete. ▪ Steps to complete the Professional Growth Goal are vague and not well thought out.



PROFESSIONAL FOUNDATIONS DOMAIN 3: PLANNING

PF7: Plans effectively based on accurate knowledge of how children learn and develop

Effective teachers plan for student learning. Thoughtful planning requires understanding how students use prior knowledge to construct knowledge and acquire skills. The teacher who plans effectively must understand the cognitive, social-emotional and personal needs of his students and uses this to determine the most important objectives and how students will best demonstrate mastery of those objectives. Finally, when planning, the effective teacher will carefully sequence age appropriate lessons and activities that allow all students to meet the specific learning objectives.

ELEMENTS: Lesson and unit plans • Classroom materials and learning activities • Assessments

INDICATORS: Identification of the most important concepts/standards/skills for that grade • Specific, student-focused and outcome-based objectives • Appropriate sequencing of information • Developmentally appropriate content activities and resources

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	Lesson and unit plans are clearly linked to the priority learning standards. Plans include specific learning objectives that are student-centered, outcome-based and are mapped back to relevant standards. Information and activities are ordered appropriately in such a way that students build on their prior knowledge within a single lesson and from one lesson to another. Plans reflects the cognitive, social-emotional and personal needs of both individual and groups of students, including anticipation of areas in which students may struggle and plans for addressing those areas.	<p>In addition to the criteria for “meets expectations,”</p> <ul style="list-style-type: none"> Plans reflect an appropriately high level of rigor for all students. Plans allow for students to have choices in their learning. Plans demonstrate a deliberate use of student groupings in order to develop students both academically and socially. 	<ul style="list-style-type: none"> Plans include higher order questions such as “Describe the importance of _____” or “Explain your thinking to the class about _____.” Plans demonstrate ways for students to hold themselves accountable for mastering the learning objective(s). Students work in cooperative groups, organized by interest where each student has a specific role in the group.
2	Lesson and unit plans are clearly linked to priority learning standards. Plans have specific learning objectives that are student-centered and outcome-based. Information and activities are ordered appropriately and in such a way that students can build on their prior knowledge. Plans include the expected standards-aligned outcomes, are sequentially organized and anticipate the next lesson.	<ul style="list-style-type: none"> Plans are clearly linked to the most important standards/concepts/skills of that grade/subject. Appropriate outcomes have been selected and plans are aligned to those outcomes. Information is sequenced appropriately such that students have already been exposed to the information they need in order to access the next concept/skill. 	<ul style="list-style-type: none"> Lesson plan objectives are phrased as “Students will be able to X” where “X” is an outcome aligned to standards such as “calculate the area of different types of triangles”. Lesson plans highlight a concept that needs to be re-taught to some students while others move on to new content. Students have a choice of whether to use a graphic organizer, illustrate key events of the story or create a written timeline in order to create a study guide for the key plot elements of a story.
1	Lesson and unit plans do not consistently address a broad range of standards or address standards that are not the most important for that grade or content. Plan objectives may not have student-centered learning objectives. Information and activities may not follow a logical pattern.	<ul style="list-style-type: none"> Plans are more focused on learning activities than outcomes. Activities or materials are identified for instruction that may not be age-appropriate or beneficial for students given their cognitive levels. Plans are divided into discrete parts, but those parts tend to jump around without a clear sense of how one part flows to the next. 	<ul style="list-style-type: none"> Sample objective: “Students will work in groups to complete practice worksheets on determining the area of a parallelogram”. Students are asked to solve a 2-variable equation without first mastering the ability to solve a single variable equation. 1st grade students are selecting texts from the class library that are not appropriate for their individual reading level.



PROFESSIONAL FOUNDATIONS DOMAIN 3: PLANNING

PF8: Uses data appropriately to plan instruction for a diverse group of learners

Teachers must plan for individual student needs and differences. Such differences may be: stage of development, learning style, English language proficiency, cultural background or disability status. Planning for a variety of learning needs requires a deliberate and systematic use of data, excellent record keeping, and knowledge of required modifications and accommodations. When differentiation is done well, all students are appropriately challenged while still being able to access and master the curriculum.

ELEMENTS: Lesson and unit plans • Classroom materials and learning activities • Assessments

INDICATORS: Demonstrated knowledge of students' skills, knowledge and language proficiency • Knowledge of student backgrounds and interests • Appropriate differentiation • Use of relevant data • Selection of appropriate resources

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The teacher seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is used deliberately when planning for and assessing student learning. Plans account for accommodations and modifications for individual students and specialists are consulted on the best ways to address the needs of students requiring additional support.	In addition to the criteria for "meets expectations," <ul style="list-style-type: none"> Plans and assessments are differentiated according to student data such as language proficiency, IEP/504 status, etc. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. Students have structured choices in how they accomplish the learning objective. 	<ul style="list-style-type: none"> Students are in three groups according to their RTI level, each with a different activity targeted at their individual mastery of prior objectives. Students on IEPs are assessed on the same standards and skills as their peers, but assessments are modified to be shorter, while other students are able to complete the assessment in a different setting or have questions read to them by a special education resource teacher. The general education teacher and special education teacher work together to modify a classroom assessment for several students receiving special education services.
2	The teacher seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and uses this information to craft plans that support the learning of all students. The teacher plans for and effectively integrates all required modifications and accommodations into lessons.	<ul style="list-style-type: none"> The teacher knows groups of students' levels of cognitive development. The teacher has a good idea of the range of interests of students in the class. The teacher has identified accurate groupings of students within the class based on recent relevant data. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class and addresses those needs as required by law. 	<ul style="list-style-type: none"> In communications with colleagues, the teacher accurately relates information about different students' needs. When a student is struggling, the teacher emails previous educators and/or service providers to find out if he or she identified any learning challenges for the student and learn about successful solutions.
1	The teacher demonstrates little or no knowledge of individual student backgrounds, cultures, skills, language proficiency, and special needs or does not effectively seek such an understanding. Knowledge of students' abilities or individual needs is not evident in planning. The teacher does not account for or adequately plan to address students' needed modifications or accommodations in lessons.	<ul style="list-style-type: none"> The teacher does not try to ascertain varied ability levels among students in the class. Plans and assessments reflect a practice of teaching to the "whole group". The teacher is not aware of students' interests or cultural heritages or, is aware of them but rarely differentiates materials to accommodate those differences. The teacher takes no responsibility to learn about students' medical or learning disabilities, or is aware of such issues but does not act responsibly on that knowledge. 	<ul style="list-style-type: none"> In communications with colleagues, the teacher recognizes students not mastering content at the same pace, but does not seek information about why that may be the case. Students with low English proficiency are given materials in all English without any accommodation or supporting materials. Lesson plans treat all students as the same, with identical outcomes, activities and assessments.

